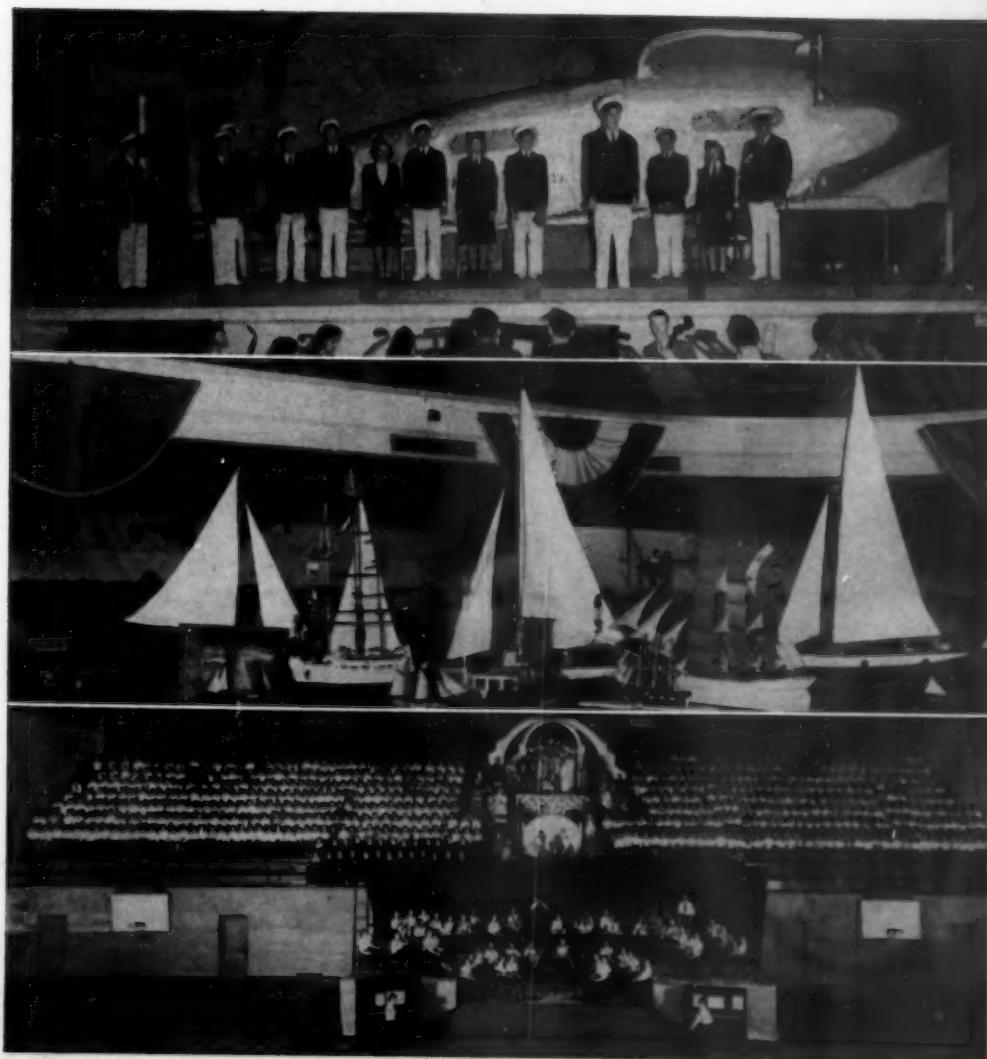


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As the Editor Sees It

We lose a fine old friend—James A. Naismith, the inventor of basketball. Asked by Luther W. Gulick, head of the physical education department of the Y.M.C.A. College, Springfield, Mass., to devise an indoor game to be played between the football and baseball seasons, Dr. Naismith responded in 1891 with basketball—a game which combined the fundamentals of duck-on-the-rock, lacrosse, and soccer, used two nine-men teams and peach baskets on the floor for goals, and was played according to 13 rules (12 of which survive). He objected when it was suggested that the game be called “Naismith ball.” He lived to see it played in practically every school and recreation center in the country, become professionalized, and draw more attendance than any other scholastic sport. And its qualitative effects, which he couldn’t see so easily, would probably have surprised him even more. For the Educational Hall of Fame we nominate Dr. James A. Naismith.

To repeat, but with a different setting: according to the newspapers Toledo’s schools are closing for six weeks because of financial difficulties. But we’ll gamble a cookie that Toledo’s saloons, pardon us, Toledo’s taverns, are not only open but crowded.

One of our thoughts while facing a group of student council advisers recently: “Double congratulations; you teachers and administrators have had little or no special training in council work—no courses in history, philosophy, psychology, methods, or measurement, no practice teaching, and no syllabi, and you have had only limited materials, BUT, in the next room are several hundred boys and girls busily engaged in council improvement—the result of your efforts. My hat’s off to you.”

A common and somewhat natural wail about this time of year is that the community does not attend school de-

bates like it attends football games, operettas, dramatic productions, and other “shows.” Well, if the main idea is to attract crowds, our suggestions would be to outfit the teams in snappy, passionate-colored, silken uniforms, with dizzier still sweat shirts or jackets; scatter newspaper and radio stories about the “razzle dazzle,” “sucker’s shift,” “disappearing metaphors,” and other new and mysterious “strategies”; provide bare-legged cuties to lead the cheering; sell peanuts, hot dogs, and pop; promote a word-war between rival coaches; and don’t limit debate to oral, add the physical.

However, if you are more interested in profitable training for participants, stick to your guns. Your game is a good one, but it isn’t spectacular—promoting imbecilic emotional excitement is not its purpose. Feel happy over the fact that your activity hasn’t degenerated into a cheap and brawlish audience-tickling carnival.

According to George B. Corwin, national Hi-Y director, the nine major concerns of youth are: getting a job, effect of present wars on youth, interracial conflicts, drinking and smoking, personal religion, boy and girl relationship, personality development, use of leisure time, and whether or not to go to college. Do your subject, your teaching, and you, contribute?

Headlines of recent school news: “Blonde Venus Used to Kick Extra Points, Attendance Zooms Upward” (Alabama); “Students Riot Following Game, No Football Next Year” (Kansas); “Principal Dismisses School so Students Can Go Hunting” (New Jersey); “Special Vacation So Principal Can Hunt” (Wisconsin); “Throws 22 Complete Forward Passes” (Ohio); “Seward High Offered Health Bowl Bid” (New York); “Lady Dean Bars Dimple - knee - ed Drum Majorette” (Utah). Ho, hum. Oh, for some school news that is important!

Trends in Guidance and Personnel Work

GUIDANCE and personnel work has developed rapidly during recent years. This development has not affected the majority of schools as shown by several of the recent studies of the problems of youth. It is desirable, therefore, that all schools organize, evaluate, and reorganize their guidance programs in accordance with new needs and new insights. An analysis of the trends in the field of guidance and personnel work may be helpful in planning the road ahead.

I need not discuss the development of the movement or what guidance is, for all teachers should have a basic understanding of this field. I shall rather attempt to predict what may take place in the next few years. At least seven trends indicate future possibilities in this important educational activity.

Increased Student Participation. The first and most important trend is increased student participation. Guidance has too long considered itself an agency to do something to people—give them medicine or find a position for them. It must now do something *with* people. Guidance in the next few years is going to be co-operative: students will have a part in the setting up, organizing, administering, and carrying out of the activities. The process, instead of being largely curative, will be more developmental and more co-operative.

This trend is already apparent in some schools. In one of the senior high schools of Pennsylvania, the student council—not the teachers—plan the group guidance programs for the home rooms. The programs are written by students, for students, in students' language, and they concern students' problems. A Wisconsin high school has eleven councils or committees made up of representatives from all the home rooms in the school. These eleven committees collect information about problems, resources, and ideas, from which they formulate their program for group guidance to be used on their school problem day. A senior high school in Illinois has started a Big Brothers and a Big Sisters organization. These groups are responsible for the initiation, induction, and orientation of incoming students, and every time a new student comes to the school or there is an incoming freshman class, these two organizations take charge. Some of the members go into the elementary schools and visit the students who are coming into the high school. These are introductory movements toward enlisting student co-operation in organizing, initiating, and administering the guidance program.

Co-ordination of All Guidance Resources.

CLIFFORD E. ERICKSON, PH.D.

School of Education, Northwestern University, Evanston

A second trend is a co-ordination of all the agencies and resources in dealing with individual problems. Often in the past guidance has been carried on by so-called guidance specialists. These individuals worked in a separate office and dealt with individual peculiarities and variations from ordinary student behavior extreme enough to be brought to the attention of the guidance specialist. We are now moving in the direction of co-ordinating all the resources of the school in dealing with these guidance problems. We are beginning to think that every classroom teacher must be a guidance worker, that guidance goes on in the English, science, or history class and is not restricted to a remote guidance office; that we must marshal all these teachers, these field specialists, in dealing with the problems of an individual child. More than that, we are beginning to marshal the resources of the community as well. A nearby town is now setting up a youth foundation. It has representatives from the school, the Y.M.C.A., the churches, social agencies, Rotary and Kiwanis—from all the organizations interested in youth problems. Its purpose is to bring together and develop a co-ordinated defensible community program for youth development, there is a program within the school, and also a program for after school, in the home, on Saturday and during vacation.

In our efforts to utilize trained guidance workers we have divorced guidance from school routine. Most educators considered guidance something added to, a new device, a new administrative unit. It became a fifth wheel. Now we hold that guidance must permeate the entire school, it must be going on constantly in and out of the classroom. And we are setting up home rooms where every teacher has responsibility of dealing with human, individual, personal problems. The home room movement has great vitality, for it gives the subject teachers new responsibilities and new opportunities to grow and to serve.

Increased Emphasis Upon Group Problems.

A third trend, and one which I think will increase in importance, is the consideration and handling of group difficulties in much the same way that we have given attention to individual difficulties. Guidance came as a result of mass education and its inattentiveness

to individual students. Guidance has neglected many group problems common to all.

Unemployment is one of these. Regardless of what kind of vocational teacher one is a large number of students are going to be unemployed. A recent survey shows that unemployment is higher between the ages of sixteen and twenty-four than in any other age group. No matter how effectively a vocational guidance program may function, the fact remains that five thousand youths apply for half that many jobs every year. Unemployment is a group, a state, a national problem which we of the guidance movement are going to have to study and deal with. There are other group problems to which we must give attention. Housing, pure food and drug laws, development of effective government activities, old age security, and community betterment are important group problems.

Developmental Concept of Guidance. The fourth trend is just now emerging. It is a tendency to enlist all the forces of the school and community in providing the most effective educational environment for the child; to emphasize the positive developmental aspects instead of the curative or preventive aspects. Guidance began as an attempt to cure those who had something wrong with them, as an agency set up to correct something fundamentally wrong. It is now necessary not only to remedy defects or prevent occurrence of defects, but also to assume the responsibility for providing the most effective, positive environment, in which all students can make the greatest possible growth of which they are capable. This is for all students—the bright, the average, the dull—in all phases of their lives—the vocational, the academic, the social, the moral, the recreational, and the physical. It means searching for those elements in the environment which will enable a student to develop most rapidly and most effectively and bringing these elements together. This is indeed a different and a positive concept of guidance.

New Areas of Educational Need. The fifth trend is related to the fourth in that it, too, deals with modifying the environment by including a study of the new areas of education which in the past have been omitted entirely or have been given very little attention. In other words, guidance is not going to be content with helping a student select classes from among the five or six available or select from the extra-curricular activities now offered. It will seek to introduce new classes and new extra-curricular activities in educational areas hitherto untouched. One area of life which has been given almost no attention and which presents many problems to persons of high school age is that of marriage and sex education. Problems in this area

need much more complete and effective treatment. The field of vocational guidance needs to be expanded to include the citizenship aspects. We need through the guidance movement to help students consider what values in life are important, what things will endure in the world, and from this consideration to formulate a satisfying philosophy of life. There is need for guidance in the field of radio, newspaper, recreation, movie, community citizenship, and consumer education—all new fields inadequately dealt with under the present educational set-up.

Guidance Is Also an Emotional Process. The sixth trend is the realization that guidance is not entirely a scientific process, that it is also an emotional process. Guidance has been over-mechanized. We have given tests, determined norms, plotted curves, made diagnoses on the basis of some score, but we left out the human emotional element. We have disregarded the fact that the student is a fighting, loving, disliking, living human being, and that if we are going to consider the child we must not overlook his emotional self. We have over-emphasized the objective side of guidance and under-emphasized the subjective, human side.

Recently there came to our attention a boy who was failing in several of his subjects in high school. Investigation disclosed that his sister had been an honor student in high school and that every time he brought home a report card his parents said, "Look what your sister did." His problem was not only an academic one but was also an emotional one. Perhaps every failure is an emotional problem. Certainly the guidance worker genuinely interested in helping students cannot afford to disregard the emotional aspects of any problem. We need to set up an organization which will make it possible for every student to have an intimate advisor. Intimate understanding is basic to successful guidance. Guidance is an art as well as a science.

Need for Generalized and Special Services. We hear much discussion about the necessity for dealing with the whole person. Likewise it seems necessary to deal with special phases of the child's development. In the guidance movement of the future I think we are going to co-ordinate the two. We shall try to provide for every child a generalist, a person he will know intimately, a person who considers him as a total human being, a person who knows all aspects of his life—his home, friends, gang, language, parents, community associations, interests, and all the things which make him what he is. We shall also try to provide persons who are competent to deal with specialized phases of his development. We are going to work toward so organizing

(Continued on page 192)

Extrinsic Awards to Those Who Participate

FOR the past five years the school with which the writer was associated until recently (Lake Orion, Michigan, High School) has attempted to reward all pupils who have made outstanding successes in some phase of school life. The reason was that, since awards are given to the athletes, it is unwise and unfair to overlook the boys and girls who take part in plays, who help to publish the school paper and annual, who serve on the student council, who bring scholastic recognition, or who otherwise render significant service to the school. The whole question of the advisability of extrinsic awards may of course well be debated. The writer does not particularly approve of this sort of reward but the custom of giving school letters to athletes seems so well established that not much can be done about it. This being the case, why not give rewards for other activities as well? Why favor athletics over everything else?

We had Achievement Night during graduation week. The entire evening was given over to making the awards. Even so, it was necessary to limit speeches to a bare mention of the basis of the reward and who was receiving it. With this precaution we could usually get through in about two hours. The bulk of the time was spent in marching the students on and off the stage, although we made this take place just as rapidly as possible. Here is a sample program of this event.

ACHIEVEMENT NIGHT PROGRAM

LAKE ORION HIGH SCHOOL

Friday, June 10, 1938

School Auditorium

ProcessionalMiss Margaret Taylor
Awards of Attendance.....Miss McGuffie
Scholarship Awards.....Miss Lanphierd
Athletic Awards.....Mr. Prin
Vocal Choruses.....Jr. High School Chorus
(a) Class Song—Paul Bliss
(b) Novelty Song, "A Little Swiss
Lass"—Edith Opal Johnson
Awards for All-Round Ability....R. E. Meek
Presentation of Promotion Certificates
to Eighth Graders from
Rural SchoolsA. J. Huggett
Debate Awards.....A. Keith Sikkema
Awards to Green and White
News StaffMr. D. L. McFate
Student Council Awards.....Miss Sima
Cantata, "Spring Cometh"—
Text by C. Alexander Barr
Music by Richard Kountz
Directed by Mrs. Marie Collins
Accompanied by Leota Cowdin
First verse of "Star Spangled Banner"
—Audience

A. J. HUGGETT

Chicago Teachers College

EXTRA-CURRICULAR AWARDS

For athletics, we gave the traditional eight inch full block letters. Yell leaders received six inch full block "O's." To the debaters went eight inch Old English letters. Band and glee club members received six-inch awards in the form of a lyre with a small "O" in the center. To members of the student council went shields in the school colors, with "L.O.H.S." running diagonally from corner to corner. For dramatics we used an emblem with a book in the center. Members of the staff of the school paper received a shield embellished with a pen.

ABSENCE AND TARDINESS

To those neither absent nor tardy for the year we gave certificates of award. Three certificates earned a gold pin made up especially for us with the words "HONOR STUDENT—LAKE ORION HIGH SCHOOL" upon it. We never had to give out more than six of these pins in any one year. Six would be two per cent of the student body. About ten per cent of the student body usually qualified for certificates.

SCHOLARSHIP

For being on each honor roll during the year, certificates were given. As was the case for attendance, gold pins, lettered as indicated in the preceding paragraph, were awarded for three certificates. Last year only four pupils earned the pin—less than two per cent of the student body. Certificates of a different type were given pupils if they made the honorable mention roll, with a "B" average, rather than the honor roll which required all marks to be either A's or B's.

AWARDS FOR ALL-ROUND ABILITY

Gold keys, bearing the same words as the gold pins, were given to the outstanding boy and girl in each grade from the seventh through the twelfth. The victors were selected by an advisory vote of each class with the final selection in the hands of the teachers who instructed the group. The basis of the selection was as follows:

LAKE ORION HIGH SCHOOL

ALL-ROUND PUPIL AWARD

Weighting of Qualifications

I. Scholarship40 points

The rating for scholarship shall be the average of semester grades for the entire high school course, except the last

semester, multiplied by 10 (A—4, B—3, C—2, D—1, E—0).

- II. Loyalty35 points
 - a. Attitude toward regular school work 6 points
 - b. Co-operation 6 points
 - c. Avoidance of unnecessary absence 6 points
 - d. Willingness to help with school activities 6 points
 - e. Attendance at school functions and affairs 5 points
 - f. General conduct 6 points
- III. Achievement25 points
 - a. Athletics 5 points
 - b. Dramatics and Music 5 points
 - c. Offices 5 points
 - d. School paper (Green and White News) 5 points
 - e. Outside Honors 5 points

GOOD AND BAD POINTS ABOUT THE PLAN

Awards such as those listed have helped greatly with attendance and scholarship. We noticed the effect on absence and tardiness particularly. Pupils have dragged themselves to school some days when they were really too ill to attend, in order to keep up their records. Some have shoveled their way through many snow-drifts in order not to be tardy. These things are not desirable in themselves but they do exhibit the spirit that has been shown. Our teachers have had the feeling, too, that scholarship has been raised by these extrinsic rewards.

On the other hand, it must be admitted that often pupils have worked more for the material reward than for the joy of accomplishment. This is not desirable. The all-round pupil awards have also had the effect, we felt, of spoiling some pupils whose heads are easily turned. At least some boys and girls who have been given the keys as freshmen and sophomores have never been good for much thereafter. Perhaps these pupils would have gotten the "big head" anyway, one can't tell about that.

CONCLUSION

In general we liked our system of extrinsic awards. Like anything else, the plan has its drawbacks. We feel, though, that the points in favor more than outweigh those against. Extrinsic rewards are probably not desirable pedagogically, but until they are eliminated for the athlete, we feel that it is no more unfair that awards also be given to those who participate in other extra-curricular activities, to those who maintain above-average attendance records, and to those who are receiving the better scholastic grades.

"Not what we have, but what we enjoy, constitutes our abundance."

A Yearbook for the Small High School

WALLACE A. HILTON

*Hickman High School,
Columbia, Mo.*

AS LONG as we have small high schools in America, every attempt should be made to give them the best educational offerings possible. It is sometimes said, and it is probably true, that the small school cannot provide educational offerings comparable to larger schools, however such a statement should not cause teachers and administrators in the small school to give up.

The yearbook is an example of a school activity that is too often thought of in connection with large schools and thus is a rarity in the high school of fewer than fifty students. A large number of students attend schools of this size, and it is desirable that their needs in this extra-curricular activity be met.

The yearbook must be adapted to the size of the school. Therefore this publication in a small high school will be different from those in larger schools. It would be financially impossible and a waste of money to attempt to publish less than fifty copies of a yearbook comparable in "make up" to the larger schools.

For three years I worked in a small high school—one of only thirty-five students. Some of these students had heard of a yearbook and a few had seen ones of larger schools. This was sufficient to create a desire for our school to have a yearbook.

In an attempt to meet this need a twenty-seven page hectograph yearbook with black imitation leather cover was prepared. This book included ten different pictures of the students and their activities, in addition to a description of the year's activities. The art work was simple but attractive. Fifteen of the thirty-five high school students were on the yearbook staff, and all students of the school were given opportunity to make contributions and suggestions. Forty copies of the book were prepared and were sold for fifty cents each. This covered the entire cost of publication. All of the work was done at our school by students and sponsor, and none by some yearbook company.

While this yearbook would not compare in many respects to those of larger schools, it does carry out a comparable purpose and gives interesting and worth-while activity to the students of a small rural high school.

"Every duty which we omit, obscures some truth which we should have known."—*Ruskin.*

An Experiment in Creative Dramatics

THE newer education, in the final analysis is nothing more than a different attitude toward the older academic subjects, a different technique in the handling of them and the inclusion of different activities. Creative dramatics is one of those newly introduced activities which has not proved itself to be a valuable educational tool.

What do we mean by creative dramatics? The older type of formal dramatics was characterized as follows:

1. Plays used were usually written by some adult, printed, and put on the market.
2. The "parts" in the play were divided among the members of the class, either after "try-outs," or arbitrarily by the teacher in charge. Those who by native ability or appearance seemed best suited to the parts were chosen to take parts. This is known as type-casting.
3. The part was memorized.
4. Perfection in memorization with action and movement on the stage was effected through a period of "rehearsals."
5. The performance was finally presented to the parents and friends.

The objectives of this type of dramatics were sometimes rather vague. It was generally believed that dramatic activity of this sort was valuable as a means of voice training and the development of poise and self-confidence. And so it was—and still is. Moreover, plays were put on either to celebrate some event such as Washington's Birthday or Easter or Christmas, or the coming of spring, or to raise some money to buy some new uniforms for some worthy organization, or to swell the lunch fund for the under-privileged. All of this is very worthy, but the newer type of creative dramatics does this and much more.

That you may understand the difference in the process of development, allow me to list the steps involved.

1. A story is chosen, perhaps arbitrarily by the instructor in charge, who may realize its creative possibilities and its educational values, or perhaps as a natural growth or by-product of some class-room activity. For instance, a group studying the age of chivalry may wish to dramatize the stories of King Arthur.
2. The entire story is read to the group, that they may have a complete understanding of the characters, the plot, and the significance of all its parts.
3. The entire story is then divided into sep-

BERYL M. SIMPSON

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- arate, small units, and each small unit is then developed completely before another one is taken up. For instance, in the story of Alice in Wonderland, the queen's croquet game was a definite and separate unit. But the pupils discovered that it was confusing to handle the entire croquet scene at once. They sub-divided the scene into smaller scenes and finished each sub-scene before they went on with the others. Thus the scene between Alice and the three gardeners was taken up first. Then came the scene between the queen and the gardeners, followed by those of the White Rabbit and Alice; Alice and the Duchess; the King, the Queen and the Cheshire Cat; and so on. It was a simple matter to co-ordinate into one unit, or act, all these simple scenes after they had been separately handled.
4. After dividing the story into scenes, the next step involves a thorough discussion of: characters, dialogue, continuity of the story, action, and set.

Much of the educational value of creative dramatics lies in this fourth step: analysis of character, appearance, voice qualities, actions; mannerisms of walking, talking, moving, facial expressions; analysis of dialogue to discover the most correct, the most effective, the most dramatic way of saying something, each pupil perhaps making a new and valuable suggestion to the solution of a problem; and analysis of the plot to discover what should be eliminated as unnecessary or undesirable, and what could be added to make it more humorous or more understandable or more entertaining. All of such activities of course are educationally valuable in building up understandings, discriminations, and appreciations of character and action, of people and of things.

The next step is the first "acting edition" of the story unit under discussion. The technique employed by the instructor is important. It is done somewhat as follows:

"We have decided what sort of a character the Dormouse is and how he should act and what he should say. Who would like to try being the Dormouse?"

Hands are raised and the teacher says, "All right, Dorothy, you try it this time."

The same process is used for all the characters.

The characters take their places and act out the scene, making up their speeches as they go along and doing things which they think the characters might do under those particular circumstances.

Class discussion follows. This is the most important step of all, and the most difficult to handle.

"What did you like about the Dormouse?" is your first question, not "What was wrong with that?" Tell the pupil first what he has done well, then what he can do to improve his work. "I liked the way he squeaked," one pupil may answer, or "I like the way he snored." "Yes, but he snored once when the March Hare was talking and we couldn't hear what the March Hare was saying."

"And the Dormouse let his head fall too far over the table and we couldn't see him, and it was hard to hear him because his mouth was hidden."

"If the Dormouse could rest his chin in his paws and put his elbows on the table, it would be better."

Suggestions then follow for the enlargement of the dialogue, or the changing of certain expressions, or even for the elimination of certain speeches, all of which is excellent training in English composition. So, on and on the discussion goes, covering every character, and aiding in the development of judgment and tact and discrimination, forcing everyone to solve problems and decide questions.

Another cast is chosen and the scene done again, better we hope, so the process of acting and discussing goes on until the "saturation point" has been reached, at which psychological moment, this scene is temporarily laid aside and another one taken up.

Theoretically every pupil has an opportunity to play every part. Occasionally other factors enter into the situation. A child should achieve a certain amount of success, following a certain amount of effort. The instructor must watch this carefully, that no pupil experiences successive failures, and that no one achieves success too easily.

An interesting angle to this work is the fact that here lies an opportunity to readjust a distorted child-personality. The stage has now become a clinic for mal-adjusted personalities. The timid person who suffers torment when the center of attention, finds he can lose himself as one of a group, and gradually builds a self-confidence which he sorely needs.

The class bully is given an opportunity to play Robin Hood, and gradually it dawns upon him that brute strength and courage are one thing, and kindness and gentleness are another, but both together they make a most powerful combination.

An arrogant snip of a girl isn't chosen to

play Cinderella and suddenly she senses the value of humility and modesty.

The clinical values of creative dramatics as a personality builder have only recently been appreciated. We hope to go far in this field in the future.

There are other things of course which the well-trained teacher must keep in mind, which it will not be necessary to include in this discussion.

The important thing in creative dramatics is that the *process of development* and the *growth* of the individual are the important things, and the play is merely the *means* to that end. In fact, it is quite conceivable that a year might be spent on a single dramatic project and no final public performance be made. The important thing is the growth of the pupil and not the amusement of parents. If an entertaining and artistic performance results, so much the better, but it should be a secondary thing.

In the older days we learned readin', 'ritin', and 'rithmetic, (with its branches, ambition, derision, uglification, distraction—so says the Mock Turtle) and the class-room technique employed was rigorous mental discipline. It did not occur to educators until later that fingers and hands also ought to be trained to do things. Still later they learned that emotions should be trained as well as minds. The fact that individuals are emotional rather than rational human beings, and the fact that in the past the schools had been training them as if they were solely rational, burst upon our educators only recently.

Creative dramatics with its opportunities for individual expression, imaginative growth, personality readjustment, the growth of understandings, and appreciations of individual differences is doing much to solve our problems.

Trends in Guidance and Personnel Work

(Continued from page 188)

our program that a child will have consideration as a total being and at the same time have specialized, competent services available for specific problems.

The whole field of guidance and personnel work is in its infancy. During the coming years more attention will be given to its integration into the entire life of the school, into dealing with problems significant to students, into a program for teacher growth, into an attempt to meet new educational needs, into a program of services for all students, and into a consideration of the positive development of the individual. Guidance must become both an art and a science.

Presenting the 'Prep News Parade'

JUST as the various programs on the air dramatizing the news of the week have proved singularly effective in summarizing the course of world events, so can a "Prep News Parade" fill the same function for a smaller, more closely-knit audience. Such a program, using the same technique as its prototypes in the radio world, can bring to a school a feeling of unity based on the creation of interest in the wide variety of activities going on throughout any school. Attention not only can be called to outstanding events of the preceding week, but the future can be combed for publicity material as well. Whereas a news program on the air is, by its very nature, primarily concerned with events that have already taken place, a school can well use its weekly dramatization to call attention to coming features and events in the school. Thus it will take on the nature of a forecast of the future as well as a review of the past.

The material is there to be used. How, then, can it be gotten into proper shape? Problems of organization and form come up for consideration, but are not as formidable as they might seem at first sight.

One of the first of these problems to loom up before a teacher and group wishing to make use of this type of activity is that of the writing of a script. An art with a very definite set of techniques, it requires that some attention be paid by those interested in using sound to the best methods of creating an effective illusion. There are available a number of books which discuss the writing of scripts in some detail, and study of these will prove definitely worth-while for a student group wishing to learn the fundamentals.

But another approach might be adopted and found to be just as helpful—the study of actual scripts themselves. If your school has obtained copies of the free program materials available from the Script Exchange of the United States Office of Education (Department of the Interior, Washington, D.C.), they should be consulted as examples of form and technique. Typical news dramatizations are to be found in issues of the *Photo Reporter*, published by the March of Time (369 Lexington Avenue, New York City). And certainly, critical study of radio programs will aid a student writer in learning the methods used by professionals in this field. No better training in radio-dramatic writing could be asked for than analytical listening to such outstanding broadcasts as the fine "Columbia Workshop," Mutual's "Epic of America," and such single programs as Archibald MacLeish's

DONALD L. CHERRY

*Sequoia Union High School,
Redwood City, California*

"Fall of the City." Here would be real motivation of the sort so much to be desired.

Once some grasp is obtained of the technique, the next problem to arise concerns the subjects which can be dealt with effectively. Here the field is a wide one, for a certain amount of ingenuity will suggest varied ways of presenting all sorts of school news and activities. Sports offer challenging opportunities. Outstanding plays in last Saturday's game can be described by an announcer, or the action itself may even be simulated. As publicity for a coming athletic event, reference might be made to thrilling moments in the game with the same competitor during the preceding year. Dramatics, too, holds interesting possibilities. Excerpts from a play to be presented by a school group (carefully selected with the sound medium in mind) may be put on your program—may be used as what the theatrical world knows as "come-ons," with plot-development only half revealed. Debating and other public-speaking activities can be drawn on, also.

It need not be assumed that radio dramatizations have to be limited to the publicity purposes already indicated. School news notes and personalities can be brought to life, in a "newspaper of the air" form. A source of interesting episodes is the school's past, for no school is without dramatic material of this sort—often unexpectedly dramatic. So it goes—the subjects for these dramatic programs will be found waiting to be used.

Once the script is ready, the problems of actual production appear. Little need be said concerning the casting, for it is obvious that voice quality and speaking ability are characteristics that must be carefully weighed. If this type of dramatic program is to be presented frequently, the advisability of having a regular cast can readily be seen, although guests who hold the spotlight in a particular event being dramatized can be used to good effect. Since many of the methods used on the stage to reinforce the effect of the voice are useless before a microphone, students participating in pseudo-radio dramatizations must be accustomed to complete reliance on audible effects.

As every radio listener is fully aware, there must be a "property-man" whose duty it is to produce the sound-effects necessary for a

proper illusion. Here you should be indeed thankful if you can locate a student with a streak of ingenuity enabling him to think of practical ways of producing the sounds for which the script calls. Many might be suggested here—such as the crumpling of cellophane before the microphone to give the effect of crackling fire, and so on—but no list would be long enough to be adequate. Sounds can be imitated with most unlikely means, but experimentation by your sound-effects man is a necessity. For a few of the standard effects, you could profitably obtain some of the records which are available in great variety. The roaring of a crowd, for game broadcasts, is an example of this type of equipment, which may be secured at a nominal cost. Music, of course, is a "sound-effect," but it may be so easily obtained in every school, either from actual performers or from discs, that it need hardly be mentioned.

These, then, are some of the matters which will be of interest to the teacher who wishes to break away, in using the radio-drama form, from already-written scripts and who hopes to give this form an added vitality. The present writer has found that student interest responds readily to the opportunity to write and use imitation radio-dramatizations. This being the case, a "Prep News Parade" will justify its inclusion in the curriculum. A public-address or centralized-sound system, a group of interested youngsters, and a certain amount of direction—from these will grow a new and worth-while activity.

Activities in the Headlines

STEWART HARRAL

University of Oklahoma, Norman, Okla.

DR. Clyde R. Miller, one of the pioneers in the realm of educational interpretation, once said that even a mousetrap needs a well-organized publicity program. Administrators and teachers alike have come to the realization that the public does not have an understanding of the programs, objectives, philosophies and results of education. Only by setting up a sustaining program of interpretation can schools hope to show the public the true value of educational activities.

In all of the misunderstanding regarding school affairs, no phase has been quite so puzzling to the public as the activity programs. Critics have called them "fads and frills," "extra-spectacular activities," and the "educational razzle dazzle."

Activities may be interpreted by student publications, special reports, exhibits, demonstrations, radio broadcasts, addresses and by other means but the medium which probably

exerts a greater influence than any is the home-town press. The power of the press is not a myth, and rightly used the newspaper can become an auxiliary power plant for the promotion of better understanding.

There are some general principles to be considered in contacts between directors of activities and newspapermen, but it is evident that circumstances condition the procedure to be followed.

The reporter seeks that which is dramatic, unusual, and important. If you stage a pageant which approaches the Ziegfeldian standard, the reporter may see only the spectacular. Explain the significance of the program, its objectives, and what you hope will be its results so that reporter gets the "why" in his story.

Newspaper space is valuable. What may be the most important program you have ever planned is just another news item to the reporter. Above all, never suggest how much space should be given to your news, nor suggest what position it should have in the newspaper.

Educators who enjoy the best relationships with the press often inconvenience themselves to give reporters special feature stories.

It is an old slogan in the newspaper office that "names are news." Glance over school pages in newspapers and you will see at once that much of the space is devoted to lists of names. If your activity program is well organized, the events should have many different names each time, and not the same ones over and over.

Because the newspaper's success is based to a great extent on the wishes of its audience, editors are inclined to judge every story on its reader-interest possibilities rather than to give first consideration to the cause which it promotes. Consequently, what you believe to be important news may not be of much interest to the general reading public.

There are times when the press, due to a lack of correct information, may unintentionally give the wrong slant or implication to certain educational topics. Most reporters strive to get facts, and they always appreciate help given them in getting accurate information.

If the newspaper has been generous in giving space to news of educational affairs, it is not wise to strain this relationship by continually demanding more.

Finally, interpretation of educational activities cannot succeed if allowed to proceed on a spasmodic basis. Public understanding will come only after a continuous program of publicity is followed day after day and year after year. Activities will be measured in terms of results—"By their fruits ye shall know them."

The Technique of the Pep Talk

ONE of the important ingredients of the good school rally is the booster or pep talk. Playlets, skits, stories and other stunts need the talk to turn generated good will into exuberant enthusiasm. The pep talk is a necessary frame around an otherwise irregular, haphazard collection of laughs, yells, and songs. The pep talk is one of the most difficult speeches to make. It needs more preparation, better delivery, and more life than other talks made before an audience of students. The school principal, the coach, the yell-leader, the assembly chairman, and all other pep specialists need to know something about the technique of making a good pep talk.

In the school rally the pep speakers become the social leaders of the school population. They have an obligation to society in aiding the school to produce co-operative, loyal, and enthusiastic citizens. They have a further obligation to the youthful listeners. Whatever opinion, panacea, or activity the pep speakers are boosting must first of all be critically examined by all members of the school society. The pep speakers who attempt to boost anything which the students have not had a chance to analyze thoroughly are not the true social leaders. They become propagandists with no place in the democratic school. They should base their talks upon sound social philosophy and help the members of the school society to see through the noise and detect and accept the true social values.

The social values of the pep assembly are dependent upon the effectiveness of the talks delivered in this assembly. There is no speech formula that will fit every speaker. However, there are some phases of this type of talk which must be emphasized. First of all, the pep talk must be tactful. It must have a sense of proportion. Common sense must be used to give the talk a proper balance. The pep speaker must see the sore spots and avoid picking at any of them. There is no place in the school rally for irony or sarcasm. Sportsmanship as a differentiation of the school's spirit can and should be fostered by the tactful pep speaker. The untactful pep speech may cause disaster. Not only must the speech itself be tactful but the time and place for giving the speech must be tactfully considered. The skillful pep speaker must be able to take the sting out of a stinger without getting stung.

The pep talk should also be humorous. The ideal pep talk not only needs to be tactfully in proportion but also humorously out of pro-

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portion. Pep and laughter seem to fit well together. The major social aims of the school rally contain the general feelings of good will which the laughter and the smiles of good humor can quickly produce. The social facilitation provided by the elbow-to-elbow contact in the school auditorium gives the pep speaker an ideal situation in which to capitalize upon the socializing effect of wit and humor. The witty speaker must choose his humor carefully. Just any joke will not do. The speaker must not slip into the asinine type of funny-man. The most successful boosting artists use the type of humor which arises from the clever turn of a phrase, a witty comparison or a comic narration.

The pep speaker can greatly improve the effectiveness of his talk by a careful choice of words. He must speak the language of youth. An occasional slang term is permissible if it helps to break down the wall between the speaker and his audience. The words used in the pep talk should be words of action wrapped up in enthusiastic phrases. The speech should be fast moving. It should march. It should fit the tempo of modern youth. For this reason it must be short. Many school principals have bored their youthful audience with long sentences, long words, and long speeches. Many coaches have killed the pep of the rally with too many statistics and too many alibis. The pep speech must be of a positive nature, fast moving, short, youthful and enthusiastic. A happy choice of words will make it so.

The pep talk should also be different. It should never be predictable. The blood-and-thunder, do-or-die type of talk is old-fashioned. The arm-waving, shouting, revival type is taboo. The booster speech must be continually changed to be effective in the midst of the rapidly changing moods of modern youth. The boys and girls of many schools have been robbed of the better pep experiences by the predictable, marking-time, stereotyped speech. The lively pep speaker will always be searching for new ways of thrilling his youthful listeners. With cleverly planned stunts and with humorous stories his talks need never become standardized. However, the different speech must always be tied up to the whole program. The incongruous story needs to be turned into an appli-

cation to the activity being boosted. The tall fish story must have a connecting link with the game tomorrow. The appetizing talk must have a dietary relation to the main dish.

The rally speech must be more skillfully delivered than a speech of any other type. It can not be read from notes. It should not give the impression that it is memorized. The personal magnetism of the speaker must be turned on full force in the pep assembly. His voice must have a good range and capable of touching responsive chords in the listener's emotions. His eyes must look into the souls of the youngsters of the audience. He must not lean against a table or a chair. There must be pep in his pep talk.

A feature of the pep talk which distinguishes it from other speeches is the opportunity for participation on the part of the listeners. The skillful pep speaker will arrange his talk so that it will embrace the natural responses of his enthusiastic audience. A greater sense of social unity is experienced by the audience that has various opportunities to express its feelings. The sparks of response from his audience should be gathered by the speaker for the purpose of putting more fire into his talk. It will also give his listeners delightful experiences in social living. The good pep speaker will help his listeners let off steam.

The effective pep talk should be: (1) tactfully in proportion; (2) humorously incongruent; (3) actively worded; (4) different; (5) enthusiastically delivered; and (6) conducive of audience participation.

SUGGESTIONS FOR PEP SPEECHES

From Dignified Seniors to Excited Kiddies

This pep talk stunt is made up of a series of short speeches each with a different style of delivery and type of words used. The first of the series is directed to the seniors and is full of worldly comment with several large words leading up to a dignified yell. The second talk is for the general high school student while the third is for boys and girls. The fourth talk is made to imaginary children and the last of the series gets down to the level of tiny kiddies. Each talk is ended with an appropriate yell. Each talk should be shorter than the one preceding. The change of pace represented in the strategy of shifting from one level to another makes this speaking stunt different and especially effective.

The School as a National Park

The speaker poses as a National Park Ranger and tells his audience of imaginary strangers about the park they are now visiting. With hall-ways as canyons, with students as the wild animals, and with the cafeteria as a bear feeding grounds the pep

speaker has unlimited opportunities to make a different and humorous speech. This speech is tied up to the pep situation by humorously explaining the peculiar game these "animals" play.

Verses for the Pep Speaker

The following parodies represent the possibilities open to the pep speaker who desires to be different:

By the shining of the half-back,
By the plunging of the full-back,
Stood the hopes of the coaches,
Stood the coaches of the hops (I mean hopes).
Dark behind them rose the bleachers,
Rose the loud and boisterous boosters,
Rose the settin' hens and roosters,
Rose the—rose the—
Rose the Scotchman for his quarter-back.

Blessings on thee, little man,
Fighting Bulldog with ugly pan,
With thy headgear all on wrong,
Listen to that old school song.
See her red lips never still,
Asking you to grab that pill.
With the gridiron on thy face,
With thy torn limbs out of place,
From my heart I give thee joy,
For I was once an ugly boy.

(Editor's Note: This is the fourth of a series of articles on School Spirit by M. L. Staples. His "The Victory Celebration as a Social Opportunity" will be released in February.)

Graduation Shows Americanization Facts

JOHN W. RAY

Principal, East High School,
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FOR our graduation exercises on June 13th the senior class began on March 1, a study of our school and community. The first part of the study dealt with the school population. A distribution by nationalities was made on a large drawing of the district. Colored tacks were used. Tacks were placed on the drawing, with a color for each nationality. This study taught us much about the residence of the students and the fact that certain nationalities congregate in areas.

On the basis of the father's birthplace we found that approximately one-half of our students had fathers born abroad, with the heaviest enrollment coming from Poland. We listed the percentages of each nationality for the purpose of making comparison with our present school population and our graduates since 1923, when the first class left the school.

(Continued on page 201)

The Eighth Grade Gives a Party

THE EIGHTH GRADE

cordially invites the members of

THE SEVENTH GRADE

to attend a party in the school gym

December 23rd, at eight o'clock

THE entire junior high is in a dither. The eighth grade party is at hand. Parties are rare in the lives of these young people, most of whom come from rural communities where the only social affairs are the annual church supper and the strawberry festival, and the eighth grade party is a party to be remembered. Of course, the seventh grade will entertain grade eight on the afternoon of commencement, but that is merely a reception. This party will have decorations, refreshments, games, and dancing for the brave ones who dare to venture such grown-up diversion.

Let us leave grade seven in their dither and go behind the scenes for a moment. The eighth grade committees are very busy. The invitations have been planned and written, and distributed. The committee has received official approval of their plans. Some two hundred and fifty children and adults must be received, seated, amused, fed, and sped on their way rejoicing. This will take a bit of planning and financing.

Each of the eighty-five eighth grade pupils is taxed fifty cents. This presents quite a problem to some, but each one is encouraged to work out his financial problem in his own way. Many ask Mom for it; others sacrifice chewing gum and a movie for a few days; the boys who live on chicken farms work harder than usual; some chop wood for their neighbors; some of the girls struggle through many a dishpan full of crockery, and several find many odd jobs to do for their teachers. All are led to understand that they as hosts must bear the cost of the party and not permit a few generous members to shoulder too large a share of the burden. Now all the money is in but a dollar, and these girls have made a sincere effort to raise the funds but failed. They are allowed to bring a cake for their share.

The decorations are planned and ready to be arranged. The decoration committee consists of eighty-five members. Yes, all belong to the decoration committee. The gym is a large place, and everyone can be pressed into service. The boys, so lackadaisical in a classroom, show surprising agility and nimbleness, climbing to perilous heights to string wire

ELIZABETH FORCE

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New Jersey*

and darting briskly about on a hundred errands with endless good nature. The languid damsels forget that they are almost as old as their high school sisters and energetically drape crepe paper and festoon laurel and give orders to their male co-workers who obey them willingly. Finally the decorations are complete. Out of chaos comes order and beauty, and the grimy happy hosts admire their handiwork and return to their classes.

Meanwhile, the seventh graders have not been idle. At this very moment in their English class, grave problems are being discussed. What are the duties and responsibilities of a guest? Does a guest have any responsibilities? What shall we wear? Do you have to wear a tie? If your coat is too little for you, is it all right to swear a sweater? Should I stay home if I can't have a new dress? Is it all right to wear an old suit if it is cleaned, brushed and pressed? What do we do when we first come in? Where should we put our wraps? Must we play all the games that are planned? Do we have to dance? What do you say to a girl if you want her to dance? What do you do with her when the dance is over? Is it proper to ask for more ice cream and cake? What should you do with the dishes when you have finished? Is it all right to ask a teacher to dance? May our mothers come? When it is time to leave, what should I say? Whom should I say it to? Should you say you had a good time if you didn't?

Foolish questions? Not at all. The answers are obvious to you and me perhaps, but to these pupils they are real problems to be met with fear and trepidation. Social graces and ease in company are not natural to them. However, here is a chance to make a beginning.

The party is tonight. The hosts are receiving their final suggestions. They too have duties and responsibilities. They rehearse them briefly, welcome each guest, and make him feel at home. They ask him to join in the games, serve him first, remove his plate when he is through, and bid him good-bye when he leaves.

O. K., let's go. The teachers in charge arrive at 7:30. The gym is oddly quiet, peaceful, and fragrant from the greens which hide the orchestra. The guests arrive early in spite of the admonition that one should not come

too early, before the host is ready. However, scrubbed and gleaming here they are. Four of the boys carefully remove their coats and fold them painstakingly upon a chair. The teacher compliments them upon their appearance and tactfully suggests that they look so much nicer with coats on; the boys hasten to don the discarded apparel.

They are coming in now by the dozens. After some awkwardness, they mingle with others; the games and music begin and the party is on. There is amusement for all. The more sophisticated dance, some crowd about the table on which stand four jars filled with candy. Each hazards a guess as to the number of candies in the jars and hopes fervently that he will be the lucky one. Another group is gathered around a huge bulletin board where pictures of characters from all the funnies have been pasted. They busily write down the names of the characters. Meanwhile the dance floor becomes more crowded. Assured that no one minds mistakes when one is learning to dance, the timid become bolder and hop and slide about, eyes intent upon their feet, heads lowered. The alert hosts are watchful for shy guests who hide behind the pillars and draw them forward to join in a group game. By the time the best part of the party arrives, the ice cream and cake, the gym is no longer quiet and peaceful but resembles the Grand Central on the eve of a holiday. And when the time comes for the farewell speech, no stiffness or embarrassment is evident.

"It was sure a swell party!"

"I know how to dance now!"

"For once I got enough cake!"

"I hope our party will be as good as this one."

Of course, theirs will be. Activity? We didn't call it that. The eighth grade just gave a party.

Hand Puppets Enlarged

W. N. VIOLA

740 Joslyn Road, Pontiac, Michigan

CHILDREN often complained because they could not see the puppets at any great distance. This gave Harvey Place of Pontiac, Michigan, a hand puppet enthusiast, an idea. Why not enlarge the size of the puppet customarily used in this type of entertainment? This he did by doubling the dimensions of his figures. Naturally the size of the head and body will depend upon the kind of characters desired, although the general average is 3 to 4 inches for the head and 12 inches for the length of the puppet.

Odd bits of cloth are used for the outer covering of the head and for the various garments. Usually the head is stuffed with cotton batting or any other soft material. To give a realistic appearance to the puppet, shoulders, made of wire or light wood, are added



Mr. Place Holds His Puppets

to the neck over which the costume is hung. For no definite reason known, professionals seldom use the idea of the shoulder. This may be an innovation of Mr. Place.

To operate the puppet, it is held upon the index finger, which is pushed through the opening at the neck into the center of the head. The thumb and middle finger inserted in the sleeves become the arms. Be sure to keep the other two fingers pressed against the palm of the hand, so there will be no unnecessary projection at the front of the character.

Harvey Place designs all his puppets by making full size illustrations to be used as patterns for the finished product. Plenty of contrasting colors are most effective. Animal characters are his favorite because the children in his audiences like them best. One of his unusual puppets was a dragon which could blow smoke from its mouth.

A feature which is not used by the average puppeteer is a complete setting for the hand-puppet play. Mr. Place uses both interior and exterior settings. Windows through which the sunshine or moonlight may be seen is always effective. In this case colored gelatin is wrapped around the light bulb. Chairs without seats into which a puppet is backed gives the effect of the characters being seated. Crumpled wrapping paper rolled into long tubes makes excellent tree trunks. Even a fireplace with a red glow, gelatin over a small bulb, is a delightful surprise for the spec-

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Plan a Play Festival

J. J. VER BEEK

Superintendent, Byron Center High School,
Byron Center, Michigan

THE play festival in itself is not new, but recent inquiries about our local play festival have led me to believe that there are still many areas where it might be introduced. Our festival was originally sponsored by the Kent County Y.M.C.A., but the events have been developed locally in the various villages and cities, so that today there is much variation among the festivals of the county.

A day is set in the early part of May. A few days in advance, our high school pupils are all assigned the particular jobs for which they seem best qualified. Pupils of our own grade school, the local parochial school, and those of the surrounding rural schools are all invited to spend the day with us. Soon after 9 o'clock most of the group has arrived. Each boy and girl is expected to know which one of four grades he should join, on the basis of the formula as follows:

"Height in inches plus one-half the weight in pounds, plus four times the age in years, and this result divided by three."

Groups are divided as follows:

Boys	Girls
I 30-40	30-38
II 41-48	39-45
III 49-56	46-52
IV 57 and over	53 and over

The object in using this complicated formula rather than any simple age grouping is to make the grouping more equitable. Pupils under seven years of age would not come in this grouping and are assigned to a special play group.

Since the boys and girls are each divided into four groups, we select eight high school group leaders, who have the order of events in hand. The duty of each of these leaders is to see to it that his pupils get into the group, follow them from one event to the other, and stay until they have been at all the places where the events are being run off. These group leaders are usually marked with special jackets for easier identification.

The list of events may vary from year to year, but should include some such events as follows:

Boys	Girls
Dashes	Dashes
Relay	Relay
Broad Jump	Broad Jump
High Jump	Baseball Throw
Baseball Throw	Basketball Foul Goals
Football Kick	Tossing Contest
Basketball Foul Goals	Hopping Race
Chinning	
Hop, Step and Jump	

In charge of each event is a committee of at least three high school students. Their duties are: to prepare a place and locate it on the school-ground map posted in the high school assembly; run off the events for each group as it arrives; record the results of the three winners in each group; hand out pins and ribbons to the winners; report to the school secretaries, who record all winners, and summarize results. The teachers of the rural schools act as overseers in these events.

This schedule of activities takes up the remainder of the forenoon. The high school athletic association operates the refreshment stand throughout the day, but not so much for profit as for value given. The various school rooms are made available for school picnic dinners.

Soon after the dinner hour the softball games get under way. During the school year the schools in the community have played a schedule of games. Those highest in the league standings play the semi-finals and the finals for the championship. Those in the lower bracket play a consolation series. High school students have been appointed to prepare the baseball diamonds, and assist in umpiring the games if necessary.

A nearby city newspaper presents pins and ribbons to the three winners of each group in the field events. The entertaining school awards a banner to the school that earns the highest rating on the basis of points per enrollment. The two schools winning the baseball finals also receive their awards, the better one being a silver cup which is passed around from year to year. It is donated by the local Commercial Association. The winner of the consolation series receives a smaller token of some kind.

The afternoon's program is brought to a close with a high school baseball game. This is for the entertainment of the grade pupils, the high school students, and the parents who came to attend the festival.

Some of the obvious benefits of the Play Festival are:

1. It gives children an opportunity to become acquainted with the other pupils and their schools.
2. It serves as a climax to the season's athletic schedule of the rural school, allows the boy or girl with athletic ability to discover it, and gives every boy and girl a chance to participate in something.
3. The community high school benefits with increased attendance, also more rural interest and support.

4. The community high school finds this an excellent project of co-operative effort on the part of its students, who enjoy the day and profit by its responsibilities.

To keep the spirit of a real Play Festival it is important not to over-emphasize cups, banners, or trophies of any sort. Too much rivalry will blot out the purpose of the day—play. For the same reason it does not seem desirable to sponsor any spelling or reading

contest or other such academic contest on the same day.

The author does not offer the foregoing as a model to follow. The event will keep on changing here from year to year. However, for good entertainment, community interest, educational values, there are very few better activities for the smaller high schools in the country. Plan a *Play Festival*.

The Student Council at Work

IF THE student council is to work on a program that is educationally sound, and at the same time one which the students enjoy carrying out, a number of things are necessary.

First, the administration and faculty must understand and accept the philosophy back of the idea of pupil participation. This idea has been adequately covered in books, magazine articles, and numerous convention speeches. We have all long since memorized those well known statements such as: "The best training for citizenship is a democracy in a democracy." We are also familiar with the slogan of the National Self-Government Committee, in which they advocate "teaching responsibilities by giving responsibilities." Then, too, for over a decade we have been quoting Dr. Fretwell's well known thesis, "It is the business of the school to organize the whole situation so that there is a favorable opportunity for everyone, teachers as well as pupils, to practice the qualities of a good citizen here and now with the results satisfying to the one doing the practicing." This philosophy is necessary. We must both understand and accept it.

If there is to be unity and co-ordinated actions in the whole extra-curricular life of the school, there must be the development of one definite, unifying organization. This does not mean that the central organization will plan everything in detail.

The principal and the teachers, as home room sponsors, in all pupil activities will have freedom in which to do their work.

The pupils in all varying groups will have the opportunity and the obligation of planning, leading and following, and sharing in responsibility.

The school as a whole may work out a plan in extra-curricular activities for co-operative thinking, feeling, and living.

The council represents the whole school.

1. The principal, every teacher, and every pupil is represented in the council.

S. D. HOEPER

*High School Principal,
Savannah, Missouri*

2. The principal must have a constructive policy for the council, just as he has for professional teachers' meetings.
3. The principal, through an advisor of the council appointed by him, and through direct contact, guides the council.
4. It requires real skill to know when to advise and when to wait, how to advise just enough and not too much.
5. The principal grants a charter to the council, authorizing it to meet and work. He has the veto power over all legislation.
6. The principal must be a leader.
7. Whenever the principal has to use the veto power, it may be an admission that the school has not yet succeeded in educating pupils to the point where they make wise decisions.
8. Some principals do not let the council consider any measures until they themselves have approved them but such spoon-feeding defeats the whole purpose of having a real council.

From observation of council sponsors at work, two extremes are evident. On one hand, we find the council sponsor who is a dictator, who is a driver, who does everything for the council. On the other hand, we find the sponsor who goes just as far to the other extreme. He organizes his council. He pats them on the back. He tells them that he has confidence in youth, that the present one is the best council he has ever known, and that he wants them to go right ahead and work out plans for making this the best year in the history of the school. He goes back to his office and waits for results. He doesn't have to wait long. Two things happen rather early in the year. Either the council never develops a constructive program or they get into something which is not the business of the council and meet a prob-

lem too difficult to handle without some help. In between these two extremes we find the sponsor who after some years of experience develops a technique which gets results. Some of the things the skillful sponsor needs to do are:

1. To secure the election of the best council possible.
2. To be able to suggest many worth-while activities which the council can and will enjoy doing.
3. To meet with the directing committee at least once before each meeting of the council.
4. Also to meet with every committee of the council.
5. To avoid taking a conspicuous part in the meetings of the council.
6. To spend some time in training the officers of the council.
7. To help the council plan and carry out a meaningful installation ceremony.
8. To use the council and the activities to develop pupil leaders.
9. To arrange for the council members to make complete reports to the student council.

The council should have a constitution.

1. The charter granted by the principal, naturally, will be the basis of a constitution for the council.
2. This constitution in most cases should develop gradually.

These activities and many others are carried on in committees by student councils:

1. The handbook, lunch room problems, assemblies, traffic situations, library conditions, study hall difficulties, and the newspaper project.

What should the council do?

1. The council should be with any activity affecting the extra-curricular life of the school.
2. Charter all clubs and activities recognized by the school.
3. Aid in working out a scheme of extra-curricular activities that would make reasonable provision for the individual differences of all pupils.
4. Co-ordinate the activities of all publications.
5. Promote and supervise all school parties and social affairs.
6. Supervise the budget and the finance of each organization.

Again, what is the real purpose of a student council? We find ourselves drifting back to Dr. Fretwell's idea that "The real value lies in organizing this phase of the whole educational situation so that the pupils have a favorable opportunity to practice the qualities of the good citizen here and now with results satisfying to themselves."

Graduation Shows Americanization Facts

(Continued from page 196)

We realized that some inaccuracies would result from the comparison, but they would be trivial in our case. During the sixteen years our district has changed slightly. No new districts have been built up. The population has not shifted; it remains today almost exactly as it was in 1923. Many of us have been here during the entire period and have watched it closely. Therefore, we made comparisons and waived the slight error that might have crept in due to changes that we had not observed.

In the second part of the study the class set to work to find out about every graduate of the school since 1923. Of the twenty-three hundred we obtained information from more than 96 per cent.

We checked the nationality of the graduates and made a graph which we compared with the graph of the school. In a school which is 35 per cent Polish we found only 14 per cent of our graduates to be Polish. You can make your own conclusions.

Here are the figures:

COMPARISON OF GRADUATES WITH STUDENT BODY

	Graduates	Student Body
American	957—45%	343—17%
Polish	289—14%	730—35%
German	274—13%	209—10%
Czech	156—7%	162—7½%
British	145—6½%	153—7%
Scandinavian	112—5%	72—3½%
Russian	60—3%	156—6%
Smaller groups	4½%	5%

Obviously the people who have lived longest in our city give more opportunity for education to their children.

A graph on education beyond high school gives a good picture of the lean and fat years. 1928 was the peak with 52.3 per cent taking more schooling. The percentages before 1928 were higher than those after that year.

The employment graph shows our graduates prior to 1929 are working, with few exceptions, while with those after 1929 the average is around 75 per cent. The most recent classes have the most idle people.

We took pictures of groups of our graduates employed in different industries. The pictures, together with slides which showed the graphs were presented to the audience in a brief program of forty minutes. In all there were twenty-seven slides which were explained by sixteen seniors.

A special file containing records of our graduates has been set up in the office. We hope to keep up to date by asking a class in school to check the class that graduated the preceding year.

How Student Participation Functions at Bernards

JAMES B. SPRAGUE

Bernardsville, New Jersey

AT THE thirteenth annual conference of the New Jersey Association of High School Councils which was held at Rutgers University, New Brunswick, last year, there was considerable discussion concerning the student council as an organization for school control. To me the encouraging thing about this is not the interest displayed in the organization of the various set-ups, but the fact that the high school students of this state are beginning to realize their responsibility in disciplinary situations.

Although there were two group meetings assigned this specific topic, discussion of the subject was not limited to these sections alone. On the contrary, student courts, corridor patrols, control of study hall and cafeteria, and several related topics were freely introduced in the meetings devoted primarily to the consideration of other phases of student council activity. For example, one speaker suggested the student court as a means of arousing interest in the student council. Another pointed with pride to a highly organized patrol system as a device for promoting better citizenship and school spirit.

It is not the purpose of this article to take issue with these ideas. If they accomplish the results claimed, more power to them. Nevertheless it is wise to consider the danger of over-organization, the futility of attempts to control others on the part of those who are unable to exercise self-control, and the fallacy of the belief that what works well in one situation and environment will work equally well in another.

The primary objective of the student organization of Bernards High School, as stated in its constitution, is "to promote the general welfare of the school by fostering good citizenship and school spirit and by establishing better co-operation between faculty and students." The student council, which is the representative governing body of the organization, is largely made up of home room representatives. Matters brought up in the regularly scheduled home room meetings are presented to the council, acted upon by council as a whole or referred to standing committees, and whenever necessary returned in the form of specific plans to the home room for approbation. On the other hand, new projects first conceived by the council itself are presented to the home rooms for discussion and approval before being undertaken. All acts of the council are subject to the sanction of the

faculty advisor and the principal, who are non-voting members.

The most important standing committees are the dance committee, the school spirit committee, the assembly committee, the minor repairs committee, and the usher committee. The chairman of each standing committee is a member of council, but the committee members are chosen from the student body. All are subject to change every three months. The president of the student council is elected by and from the student body and is not, therefore, a representative of any one group.

So much for the machinery, but how well does it work? Let us consider some specific examples.

At Bernards High School there are two lunch periods of forty minutes each. One-half of the student body is in session while the other half is using the cafeteria. Approximately twenty minutes is required by the average pupil to eat lunch, and all pupils are required to remain in the cafeteria or gymnasium for the remainder of the period. Only one teacher is available to oversee approximately 250 specimens of energetic young America. In this situation the student council has clearly demonstrated its value. Social dancing is conducted in the gymnasium during these periods, under the auspices of the dance committee and to music supplied by amplified victrola records. Those students who do not participate may watch from the sidelines or remain quietly talking in the cafeteria. At present there is considerable agitation for the introduction of suitable games for the benefit of those who prefer this form of recreation.

The school day officially closes at 3:25 p.m., but classes are dismissed at 2:56 p.m. The interval between is devoted to individual and group remedial instruction, rehearsals, and other activities. On several occasions, particularly during bad weather, there was an unwarranted amount of noise in the corridors. This condition persisted until it became necessary to make an administrative ruling that all bus pupils must remain in their respective home rooms unless definitely assigned to some teacher. Naturally remedial instruction was rendered less effective, and the situation became annoying to teachers, to the principal, and to the pupils themselves. The problem was finally solved when the student council adopted a plan proposed by a junior home room whereby each pupil was asked to be on

his honor, not only to watch carefully his own conduct but also to accept the responsibility of courteously reminding others who might suffer temporary lapses. It was further agreed that habitual offenders should be reported to the council.

On several occasions over a period of years there have been outbreaks of petty thievery. Invariably the problem has been presented to the council for solution and in turn passed on to the home rooms with constructive suggestions. Each time the stealing has been stopped by the force of public opinion through the efforts of the committees on school spirit and assemblies.

All minor repairs such as broken pencil sharpeners, frayed window shade cords, worn tennis nets, burned-out light bulbs, and the like, are referred to an efficient committee. Knowledge that necessary replacements will be made through the efforts of one of their own number has motivated pupils to look for possible improvements to building and grounds, and has made them more careful in the treatment of school property.

Is this a Utopian situation? Not at all. Disciplinary problems occur in this school as in all others, but a step has been taken in the right direction. Students have been made conscious that they are responsible for self-control and that each is in a sense his "brother's keeper." Furthermore, several specific disciplinary situations have been satisfactorily handled by the students themselves without benefit of courts, monitors, or organized patrols. Public opinion is a mighty weapon.

"The council does its work first of all in

the formation of intelligent public opinion. In school this public opinion is often called 'school spirit.' Discussion in home rooms and council, intelligently guided by advisors and pupil leaders, is the basis of starting this spirit. Good discipline is fundamentally positive rather than negative."¹

¹ Elbert K. Fretwell, "Extra-Curricular Activities in Secondary Schools," Houghton Mifflin Co., 1931, pages 192-193.

The Doughboys

MARY KATHERINE HURN

Iowa City, Iowa

FOR four years, the boys in University High School at Iowa City, Iowa, have been carrying on a campaign for the furtherance of male supremacy. Their plan of attack is an organization known as "The Doughboys Club" which is under the direction of their president, or "Chief Cook," and his assistant, "Bottle Washer."

As is stated in the preamble of their constitution: "The purpose for which this club is organized is to encourage male supremacy in the cuisinary arts, and to deprive woman of her most potent hold on man by the development of self-expression in these arts."

The membership of the organization is limited to 15 boys who meet in the home economics rooms at the high school on alternate Wednesdays. At these meetings they prepare a meal and transact business.

The requirements for membership to the club are as follows:

Section I — Pupils must have attained the status of an eighth grader, or in lieu of that, be a faculty member.

Section II — Pupils must be unwed.

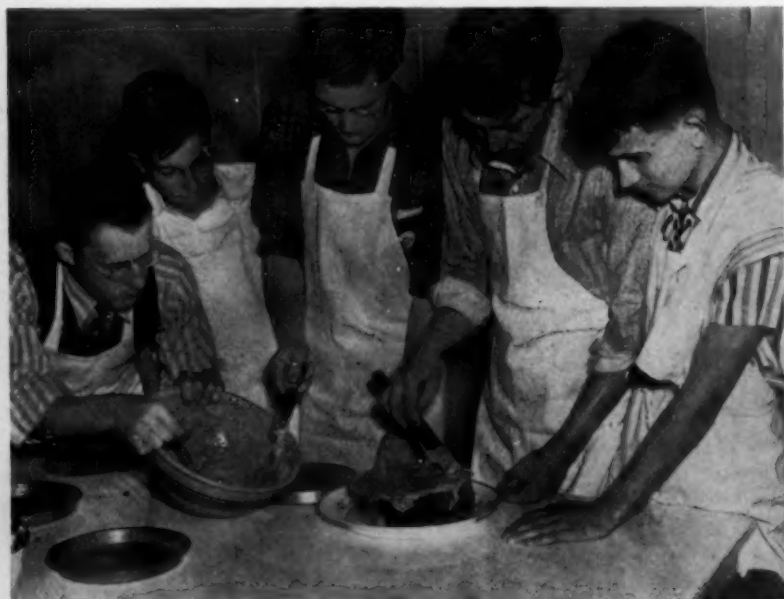
Section III — Pupils must be of the male sex.

Section IV — Pupils must be able to prove satisfactory financial condition.

The payment of dues is provided for in Article VIII which is called "Raising the Dough."

Every constitution must have provision for amendment and this one is no excep-

(Cont. on page 223)



The Doughboys at Work

A School Constitution as a School Activity

THINGS weren't going so well at C.J.H.S. Each week witnessed an increasing amount of friction between the students and the teachers. The boys were grumbling about a new athletic ruling. The girls were complaining about the regulations for the locker room. The ninth grade students were objecting to the recently appointed advisor for their class. The entire student body was only half-heartedly endeavoring to obey the new traffic rules for the school building.

One evening after school a group of students were discussing the undesirable conditions with a couple of sympathetic teachers. After an hour's discussion the group came to the conclusion that a large part of the trouble was due to a lack of mutual understanding between the students and the faculty, also that some form of student government probably would solve several of the existing difficulties.

The next evening the same group met with the principal to consider the problem. He approved the general idea and asked the group to make definite plans whereby the proposal could be developed.

After a few meetings the interested group realized they were facing a tremendous task which would require the help of many others as well as an immense amount of study and thought. The result of their thinking was that a school constitution should be developed. This would include the principles and policies of the desired form of student government. Added to this recommendation was the statement that all students and teachers should participate in the formation of the school constitution.

A call was sent out to each home room to elect one boy and one girl to serve on a constitutional committee. A wave of excitement swept over the school. Questions were many. "What is a constitutional committee?" "What are they going to do?" The whole scheme of democratic government was challenging their thoughts and interests.

After the election of representatives, the constitutional committee started the study of student government. Sub-committees were appointed by the chairman to investigate various phases of the problem. Complaints from the boys' athletic association were heard by one committee. Another sub-committee began studying all the school laws. The safety club contributed valuable data on the school's safety problems. The committees were so well organized and directed that practically every aspect of student life was investigated.

GLEN V. RAMEY

*Columbia Junior High School,
Peoria, Illinois*

Also any individual or group that desired to point out any problem or contribute something constructive was encouraged to do so.

The library science classes searched for articles on student government. These were very valuable to individuals and committees. One English composition class corresponded with various schools concerning student government. From this correspondence there were received several samples of written constitutions as well as much pertinent information concerning student government.

The civics class organized materials on democratic principles of government for home room programs. Several home room programs were based on these suggestions along with reports from their representatives on the constitutional committee. Many worthy contributions went to the main committee from the home room groups as a result of these discussions.

The constitutional committee now settled down to the big task of drafting the principles of student government for C.J.H.S. Guidance from teachers was constantly sought. Slowly the tentative constitution was crystallized. It truly represented the work, thoughts, and activities of the whole school.

Each home room was then asked to study critically the tentative form of the constitution. Weak points, omissions and debatable issues were considered. The whole student body became more or less acquainted with the content, purpose, and functional aspects of their proposed constitution.

Again the committee revised the constitution in light of the suggestions and criticisms offered by the student body. The final form of the tentative constitution was then published, and a day for ratification was selected. The constitution was approved by student vote for a six months period. The school then had a constitution for student government.

The machinery for carrying out the provisions of the constitution was created. A school president, vice-president, and secretary-treasurer were elected. Each home room sent two representatives to the student council. Their student government had begun to function. The spirit of democratic government had engrossed the entire school.

After six months experience under the constitution slight changes were made in it. After

the revision it was then adopted for an indefinite period.

The journalism club had the constitution printed. The manual arts classes made suitable frames for framing the printed copies of the constitution. Today a constitution hangs in each class room of C.J.H.S. and stands as an emblem of democratic student government that has served the whole school and promises to continue to enrich the student life in the future.

Everybody Can Learn Music

CHRISTINE HEWITT

Director of Music, Commerce Public Schools, Commerce, Texas

THERE has been some criticism in the field of music that special music activities, such as rhythm bands and glee clubs, train only the most gifted music pupils; and that those who really need the training are left out. The teachers in the music department of the Public Schools of Commerce, Texas, worked out a project in which every child in the first four grades would participate in rhythm band and orchestra.

All children in the first and second grades were included in the rhythm band. Sextettes, harmonicas, one set of bells and four large xylophones, with two children playing each xylophone, were taught in the third and fourth grades. In this experiment it was found that all children enrolled in these

grades learned to play instruments. Uniforms were provided for all the children in the first four grades, and an orchestra of 140 children materialized. The organization made many public appearances.

A program was arranged in which this group of juvenile musicians played with the Commerce High School Band in a concert at the end of the first six weeks period of this school year. The combined groups included 200 students and represented all grades from the first through the eleventh.

In this manner the Public Schools of Commerce, Texas, are providing, as far as possible, "Music for Every Child, and Every Child for Music."¹

¹ Osburne McConathy and Others, "Music in Rural Education," Silver Burdett and Company, New York, 1933, p. 5.

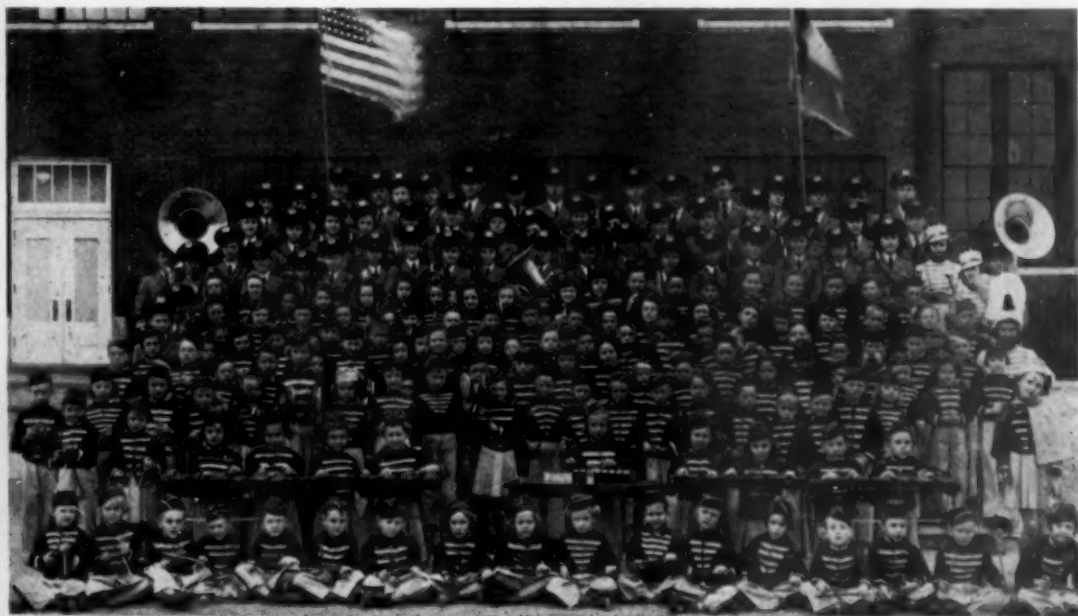
Hand Puppets Enlarged

(Continued from page 198)

tators. The possibilities in setting are limitless.

The various parts of the set are fastened on the backdrop, or against the inside of the proscenium arch. The stage is a simple matter. An upright covered frame 6 or 7 feet tall with an opening 2x4 feet in the front about two-thirds of the way up is most convenient. To give the semblance of a real stage draw curtains are hung in the opening behind the frame.

Puppet shows have been presented in Mr. Place's home, his barn, and in neighboring schools. The demand for performances has become greater from season to season.



Combined Rhythm Bands, Saxette-Harmonica Orchestras, and High School Band

A Commencement Congress

FOR the June, 1938, Commencement at the Bangor High School, a new type of program was developed. Its form can best be described as a parliamentary forum. It was a compromise with the traditional commencement in that it utilized the regular honor students as principal speakers without designating them as valedictorian and salutatorian, respectively.

Taking the subject, "Which Way America?" and using Lyman Bryson's book of the same name as a source of material, we developed a program that used thirty-seven members of the graduating class of ninety-seven as speakers. Many of these, however, made routine motions and resolutions of only minor importance.

The program was begun with the processional of the graduates to a reserved section in the front of the auditorium. The forum officers proceeded to the stage, where the presiding officer called the meeting to order and introduced the class president. The president gave the invocation, after which the members were seated. Following this the presiding officer explained the nature of the program, stating, "This class will conduct its proceedings according to strict parliamentary procedure that our deliberations may be orderly, swift, and in the interest of the majority. As our generation of youth faces problems which are more varied and complex than those of any generation before us, it is proper that we give them serious thought so that our stewardship as citizens may be intelligent and democratic."

This was followed by the reading of a message, "State of the Union," by the forum secretary. In this message the unseen president called the attention of the youth congress to serious problems requiring solution. After cautioning them against the dangers of false philosophies, he admonished them to make whatever changes are necessary within the framework of the Constitution. He concluded by pointing out that in such a way the greatest good has been secured for the greatest number and that no other system of the past or present can show such a record.

The foregoing message precipitated considerable discussion and debate, which resulted in limiting the length of speeches and fixing the order of the day as to the reports of the committees on Communism, Fascism, and Nativism.

The honor students, serving as the respective chairmen of these committees, gave five minute reports in which they set forth the definition and principal concepts of their par-

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ticular "ism." The reports were informational and took issue neither for nor against the particular plan reported.

Following each of these reports, vigorous protests were made by members of the forum, and motions were adopted rejecting or tabling the reports as systems unsuitable for the American way of life.

When this order of business had been disposed of, it was suggested by a member that perhaps the group ought to hear, in reported form, its standing committee on Americanism. This was made the next order of business, and the fourth honor student made a report that was an attempt to point out the weaknesses and the strengths of American democracy. Its history was traced and its modern concepts compared to those of other countries. The speaker concluded with a fervent plea to cherish the Constitution, "the Covenant of Freedom of the greatest democracy on earth."

This was followed by the presentation of the following resolution: A Resolution Entitled "A Reaffirmation of Faith":

"Whereas, the findings of the respective committees on foreign forms of government have served only to strengthen our faith in the fundamental features of American democracy,

Whereas, the problems facing America are problems of application and not inherent weaknesses of the American system, and,

Whereas, these problems can be solved best within the framework of the Constitution, which is adaptable to any change willed by the people,

Be it therefore resolved, That this congress of future citizens re-affirm their faith in American Democracy; in its Constitution, in its laws, and above all, in the innate sense of right and justice in a free and intelligent people."

At this point a recess was declared during which the superintendent of schools presented awards. Then the principal of the high school presented the class for diplomas. They marched to the stage and received their diplomas from the president of the Board of Education, after which they sang "God Bless America" (Berlin) to conclude the program.

(Continued on page 217)

Negative Rebuttal Plans

RESOLVED: *That the Federal Government Should Own and Operate the Railroads.*

AS LONG as we have the system in high school debating where we select the topic for debate many months in advance of the actual season we will also have a condition which finds changing events working to the advantage of one side of the debate and working as a detriment to the other. This is exactly what has happened with regard to the problem of government ownership and operation of the railroads. The high school subject was selected, but since the period of the selection and the actual debating season great strides of improvement have been made in railroad conditions.

Many debaters will deplore this situation and claim that the negative team is getting all of the breaks in the debate. While it is true that great improvements in conditions among the railroads have been noted during recent months, we should consider these changes as a good thing in so far as our debate topic is concerned. We would not want a debate topic that was static or that does not develop throughout the entire season. Simply because these changes seem to favor one side a little more than the other need not make us condemn the entire debate topic. It should rather serve as a stimulant toward greater research for the latest facts by both the affirmative and the negative debaters.

Every debater must realize sooner or later that it is in the rebuttal speech that the actual debating begins. Constructive speeches might well be compared to the well grounded foundation of a giant building into which the steel framework of the building is securely fitted. On to this steel framework may be built an office building, a hotel or a department store. It is the same in a debate. The constructive speech is the foundation and the framework on to which any type of debate case may be built. This shaping of the debate to meet the conditions as presented by your opponents is done during the rebuttal speech.

If the members of the negative team wish to be effective in rebuttal, they must be diligent students of the latest newspapers and periodicals. They must take every opportunity to learn of changes and developments in the field of American railroad problems. Every improvement in railroad service and equipment should be noted, and any fact that might tend to point out the inadvisability of government ownership and operation of the railroads should be carefully studied. With this knowledge, gained through careful observa-

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tion and analysis, the negative debater should become more effective in his rebuttal.

The negative debater might wonder just what type of materials he should be on the lookout for in preparing for the rebuttal speech. It goes without saying that it is practically impossible for a debater to get too much information upon his subject. If the time of the debater is somewhat limited, he should carefully select the type of material that he will find most useful. Materials to be classed in this most needed group are statistics on railroad improvements, facts showing railroad conditions, and all materials showing a general improvement in the industry.

The remainder of this argument will be confined to a discussion of the ways in which the negative may be successful in meeting the arguments of the affirmative.

One of the first things for the negative to do when they are planning their rebuttals is to determine the points of weakness of the affirmative case. When the outstanding weaknesses in the affirmative case have been selected, the negative should make every effort to drive their opponents upon these weak points. Some of the major points of weakness in the case of the affirmative are:

Even in spite of the bad financial condition of many railroads, the American public is opposed to government ownership and operation.

The affirmative have one very weak spot in their case in the decided American public opinion against their proposal. The question which quite naturally arises is: Would government ownership and operation be successful, when so many people oppose the plan?

In polls made during 1938 by both the American Institute of Public Opinion and *Fortune Magazine* the American public was overwhelmingly opposed to the affirmative proposal. Over 70 per cent of the people are opposed to government ownership and operation. When asked if they felt that the government could operate the railroads more efficiently than private owners, 64 per cent said no. Even 62 per cent do not feel that there will be any need for the government to take over the railroads.

When the negative has such an overwhelming amount of public opinion favoring its side of the case, it should take every opportunity to force its opponents to prove that their proposal is the best for our country in the face

of the large amount of public opinion against the plan.

Conditions among our railroads are improving greatly during the last few months.

Nothing could be more detrimental to the case of the affirmative than a rapid and constant improvement of railroad conditions. Such an improvement, by its very nature, eliminates the need for government ownership and operation. As this improvement continues the need for government interference decreases.

The members of the negative should watch with keen interest the increasing financial status of the railroads, the improvement in the rolling stocks, and the equipment of the railroads and their increasing revenue. As these conditions improve, the case of the affirmative is harmed proportionately.

SAMPLE NEGATIVE REBUTTAL ARGUMENT

In the section immediately following, you will find a group of arguments that may be presented in almost any debate. These arguments are essential to the establishment of practically any affirmative debate case. Following the statement of each affirmative argument will be found a suggested negative refutation. These refutations should be considered merely as samples and are not the only, or necessarily the best, method of refuting the given argument.

Affirmative Argument. There is really no solution to the problems confronting the railroads, except the adoption of the system of government ownership and operation.

Negative Refutation. The affirmative debaters have taken the stand that there is no solution to the problems of the railroads other than government ownership. We feel that there are a great many solutions that are much better.

Donald D. Conn., executive vice president of the Transportation Association of America, has pointed out a solution to the problems of the railroads when he said, "The solution of the rail problem depends upon our viewing transportation as a whole, highway, air, water and rail together. Any yardstick applied to one form must be applicable to the other in equal measure. Regulation of all forms of transportation is restrictive and cumbersome. A constructive National Transportation Act, anticipating proper development of the country and perpetuation of private enterprise in the field of transportation is a prime requisite of the present situation, and its formation should be undertaken by the next session of Congress."

When we study this statement of Mr. Conn, we can see that the development of a National Transportation policy is the great need of the railroads today. If the railroads are allowed to compete with the other types of

transportation upon the same basis, they will be much more successful.

Affirmative Argument. We should have government ownership and operation of the railroads because they are not able to meet the competition of other forms of transportation.

Negative Refutation. The affirmative claim that the government is not able to meet properly the competition of the other forms of transportation, and thus that we should have government ownership.

The error in the reasoning of the affirmative lies in the fact that they have not told the type of competition that the railroads are forced to face. They have not told you that the railroads have to pay twice as much in the form of taxes out of each revenue dollar as is paid by their competitors, the motor trucks. They have not told how barge lines do not pay taxes. They have not told how the railroads are regulated in almost every move they make, while their competitors are not regulated. In fact the great differences between the way the railroads are forced to operate and the method of operation of the motor trucks might lead us to believe that they are not in competition, since the trucks have such a great advantage over the railroads. What is really needed by the railroads is less competition from the government itself. If the government will stop giving such large grants to water transportation and will start to tax motor trucks the same as the railroads are taxed, there will be an opportunity for the railroads to meet their competition.

Affirmative Argument. The railroads under private ownership have not been offering up-to-date service to the people of this country.

Negative Refutation. The affirmative have accused the railroads of failing to render up-to-date service to the American people. The negative feels that this argument is not sound.

To prove that the railroads are really offering up-to-date service, allow us to quote from John J. Pelley, president of the Association of American Railways. "The average speed of freight trains has gone up 43 per cent in the past twelve years. . . . Free interchange of cars (between railroads) has been made possible by the co-ordination of railroad methods and by the standardization of parts." In fact the railroads are keeping up with the times. Railroads are not in the same group of products as automobiles. An automobile is made new each year to induce more people to buy. If this is what is meant by up-to-date service, the railroads can never offer such service under either private or government ownership. Railroad equipment is considered as being permanent, and it cannot be interchanged every year. The new equipment must be worked in with the old because of the

enormous expense of all railroad equipment. This the railroads have been doing in keeping their equipment in tip-top condition.

Affirmative Argument. One of the most important reasons that the railroads are in such bad financial condition today is the fact that they are over-burdened with too much debt.

Negative Refutation. The affirmative are saying that the present condition of the railroads can be blamed upon the fact that the railroads have been over-capitalized. If they will look at the facts, they will see that the amount of railroad securities held by the public, stocks and bonds, are billions of dollars less than the actual investment in railroads in this country.

Today the railroads have a value of investment in excess of 26 billion dollars and a net capitalization of only a little over 18 billion dollars. In fact the ratio of debt to investment today is below the ratio that we found during the most prosperous days of the railroads. Certainly when we find such conditions, no one could say that the railroads are over-capitalized.

Affirmative Argument. Government ownership and operation of the railroads would be beneficial to the general public.

Negative Refutation. The affirmative have made the general statement that government ownership and operation of the railroads would be beneficial to the general public. If we look at the amount of taxes paid annually by railroads we can see that the discontinuation of these tax payments will not be such a good thing for the general public. In 1937 all railroads paid a total tax bill of over \$325,000,000.00. This is more than a million dollars for every week day during the year. We wonder if the general public would feel that they have been benefited when this million dollars which is paid daily in taxes must be raised in some other form of taxes and paid by the people. What will the public think then? We feel that under these conditions that the government ownership and operation of the railroads will be considered to be against the general welfare.

Affirmative Argument. The period of government operation from 1918 to 1920 does not give a fair basis for reaching any conclusion either for or against government ownership and operation of the railroads.

Negative Refutation. The affirmative say that the period of government operation of the railroads during the war does not give a fair basis for making a decision either for or against government ownership of the railroads. We will admit half of their statement, which is that it absolutely does not give any basis for the adoption of government ownership and operation of the railroads.

We wonder just why the affirmative have made such a statement. They wish to forget

about this period of war operation of the railroads because it is not typical of peacetime railroads under government operation. Why, however, do they wish to disregard the only real test that we have ever had with government operation of the railroads, when we are debating the all important problem of government ownership and operation? We feel that the reason they do not wish to mention this period any more than necessary in this debate is that all of the evidence is against government ownership, and little if any favors the plan. If this condition were exactly reversed, we too would be in favor of disregarding this period.

Affirmative Argument. There really is no other solution to the railroad problem than government ownership and operation of all railroads.

Negative Refutation. The affirmative believe that no other solution to the railroad problem can be found if we do not adopt government ownership and operation. We wonder if they are acquainted with the success of the system that has been adopted in Great Britain.

A system of consolidations solved the problem for Great Britain, and it is being considered in Canada today. In Great Britain more than 120 independent lines were consolidated into four regional non-competing systems. The stocks and bonds of the independent roads were traded for securities in the newly organized regional railroads. The entire transaction was completed within a year and a half. The economies that resulted from the consolidation came very slowly because no workers were eliminated in the consolidation, but now the system is operating much more efficiently than was the case before the consolidation and the system of government ownership, with all of its evils, was avoided. We feel that such a system could be effectively adopted in the United States.

Affirmative Argument. If government ownership and operation of the railroads is as inefficient as the members of the negative team say, why is it that we find government ownership in Germany, India, and China?

Negative Refutation. We have been asked why we find government ownership of the railroads in Germany, China, and India. We feel that it has been adopted in these countries to meet a particular need of those countries. In Germany, for example, the people are militaristic, and a national system of railroads is essential to the completion of their war machine.

The reason that China and India have government ownership is that private enterprise in those countries does not have either the initiative or the capital to carry out a major project such as we have in railroad building.

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Ideas for the School Paper

THE common cry of the school journalist is, "What shall I write about?" Real reporters have their city, county, state, country, and indeed, the whole world as their field. What can the ordinary school reporter find to write about? Something that is likely to make the paper? This problem is solved by the staff. From time to time each reporter should be elected to various staff positions where certain special duties await him. Daily newspapers have special writers for special work. Reporters work where they are most experienced and where they are most needed. School reporting should follow this same rule. Staff positions on the school paper should be shifted, however, from time to time so that all gain a fuller knowledge of the departments.

The following school newspaper heads may be classified under several departments and represent a survey of school news possibilities which is inclusive, interesting, and democratic in appeal. These topics are of junior high school level and appeared in the *Echo*, West Junior High School publication of Duluth, Minn.

Heard in Assembly
From the Classrooms
Sports Review
Holidays to Come
Lost and Found
Hunting and Fishing Notes
Social Highlights
Our Team
Glee Club
My Idea of a Happy Home
Guess Who Wrote This
Why Eat Fruit
That's Gratitude
New Sights We'd Like to See
Read 'Em and Grin
Poet's Corner
Delights of Winter
I Am Thankful

PFP UP THE SCHOOL PAPER

One of the best ways to add interest and enthusiasm to the school paper is by special editions which might be compared to "Extras" even if they are published at the regular time. Try some of the following ideas at your school:

1. Let girls of the staff edit an edition.
2. Boys may respond with a "Stag Special."
3. On April 1st or near it, try an "All Fools Edition." The make-up may be backwards. Jokes may be put on the front page. Even the ink, grade of paper, or size of publication can be changed on this occasion.

LOUISE BUTTS HENDRIX

Biggs High School,
Biggs, California

4. A "Cub Edition" for beginners will be good practice for those about to take over the duties of editing the paper. Planned during a rush season when the staff will be wanting a holiday, or during a period of friendly freshman initiation, it will serve a double purpose.

5. Of a more serious nature, carry out various themes from time to time. Examples: World Peace, Boy Scout, Radio Extra, Movie Special, Book and Poetry Edition, Vacation Special, World News, etc.

STAFF ASSIGNMENTS IN NEW JOURNALISM

1. Write an editorial from one of the following titles or quotations:

- a. "Be Yourself"
- b. "Smiles"
- c. "All that we are is a result of what we have thought."
- d. "None are so ready to find fault as those who do things worthy of blame themselves." (Mark Twain's "Joan of Arc")

2. Write a feature story about the value of birds or an editorial on "Why Insects?"

3. Interview several classes for an individual vote on what book or poem students like best. To be certain of results, list 10 well-known books and poems and have students mark the ones they like first, second, and third. Write a story about your findings. Tell what book or poem is most popular. What author?

4. Interview at least a dozen students and teachers on their favorite remedies for colds. Write a feature story about their replies. Include only the most important, humorous, or interesting facts.

5. Interview student officers on their hobbies. Combine your findings in a feature.

6. Spend a period watching what goes on in the cafeteria just before lunch is served and write a news story on what you have seen.

7. Interview 15 or 20 students on what subject they like best at school and why. Combine the facts in a news story. Try the same idea with regard to favorite song, game, meal, salad, dessert, soup, vegetable, actor, actress, president, vacation place, etc.

8. Compile a score sheet for study of your school paper. Include under "News Writing and Editing," leads, style, news value, accu-

(Continued on page 227)

A School History Project

BOTH of Fairbury's newspapers recently announced that they will soon begin the publication, serially, of a 150,000-word school history and alumni directory project, which is being undertaken as an extra-curricular activity by junior and senior English students of the high school. Pertinent details concerning this activity are summarized in the following report, which was recently submitted to the Fairbury Board of Education in connection with a request for funds to cover the cost of postage:

One of the fundamental necessities in a good creative writing course is the furnishing of real life situations. For instance, composition courses are too frequently based upon a textbook only, with an occasional assignment of a theme on some such dull, prosaic topic as "How I Spent My Summer Vacation," "My Little Spotted Pup," etc. For variety, booklets are made (and the least we can say in favor of booklets for high school seniors is that they involve a review of techniques learned in the kindergarten and other lower grades of the elementary school). Journalism courses in high schools are often inherently weak because student reporters can obtain facts for almost every story with a minimum amount of labor by merely going to "see the teacher."

Any project which tends to overcome these weaknesses is worth a trial. The school history project, which has been completed and acclaimed a success elsewhere, seems to be the best available challenge to student interest, ability, and resourcefulness.

Some points in favor of such a project:

1. *It is fascinating.* Of course, there are many difficulties to be overcome—but it is in meeting and overcoming these difficulties that the students receive their best training. Almost 100 per cent of the students become enthusiastic at the prospect of interviewing old grads, checking courthouse records, tracing rumors and reports concerning old grads who have disappeared, thumbing through old newspaper files, etc. Can you think of any better training for a high school student?

2. *It affords an opportunity for EVERY student—good or poor—to shoulder real responsibility, to meet the public under a multitude of conditions, and to feel pride in achievement and in seeing the results of his efforts published.*

3. *It is enormous in size—and there is*

FRANK C. MCINTYRE

English Instructor, Fairbury High School, Fairbury, Nebraska

at least a psychological advantage to completing such a project—contrasted, for instance, with the completion of a booklet, or a wooden gun to illustrate the firearms used in *The Last of the Mohicans*.

The set-up is simple. Thirty-seven editors have been chosen, and the remainder of the 180 students in the English classes are serving as reporters. The reporters locate the grads, explain the project, interview grads who still live in Fairbury, and mail letters to those who live out of town. If properly instructed, they become "ambassadors of good will" for the school. After the reporters have finished their duties, they submit their findings to the editors, who write the history.

The only expense in connection with the project is that of stamps. The estimated total for this item is less than \$25—a sum less than that which would be required to purchase a dozen good textbooks.

Both local newspapers are anxious to publish the complete project, which will approximate 150,000 words. If we were paying for the composition and space in two newspapers at regular advertising rates, the cost would be between \$1,000 and \$2,000. Of course, the newspapers offer to give this amount of free space and "advertising" because they believe it increases reader interest and circulation. It follows, obviously, that the school as an institution will benefit proportionately.

We hope to begin publication by February 1; however, we shall not sacrifice accuracy for speed in getting started.

The "elsewhere" mentioned in this report is Fullerton (Nebraska) High School, where such a project was conducted as a feature of a golden anniversary year in 1935-36, and included: (1) a 70,000-word school history, published serially in the city's weekly newspaper after being collected and written by students; (2) feature articles based upon findings, published in Omaha and Lincoln newspapers; (3) an alumni directory (names, addresses, present occupation of all graduates) published in the school annual; (4) a huge two-day reunion—including a picnic, exhibit of souvenirs, and a banquet. The banquet was three times as large as any previ-

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A Valet Club

ANN RUTH J. HOUSTON

Chairman of Browne Junior High School
Activities, Washington, D. C.

TO IMPRESS adolescent boys with the importance of personal neatness is no easy task. How to do this was a problem of no small proportions in our school, but it was solved, however, through our club activities program.

The home economics teacher conceived the idea of having a "Boys' Personality Club," or "Valet Club." To a few of the boys she proposed an all-boys' party, where they could really be "regular fellows." Of course they liked the idea. One or two spoke to others, and so at the designated time a group of about fifteen boys came to the party.

These boys played games until everyone was "good and hungry," then they cooked hot dogs, toasted rolls, and popped corn. There was a plenty of butter. Most of the boys had never cooked before, and they enjoyed the experience. Then, at the psychological moment the teacher said to the most impressionable boy, "John, you've gotten butter on your trousers, let's clean it off, I'll show you how." "Come on fellows, let's be John's valet, and clean and press his clothes."

Enthusiasm reigned supreme to "let's," but no one knew how to start. After much help from the teacher the trousers were cleaned and pressed, the coat and even the tie came in for a bit of freshening up. "Let's organize into a club," suggested a boy, which, of course, was just what the teacher was hoping for—and so came into being the "Valet Club" or as the teacher thought of it, the "Boys' Personality Club."

Some may say that sugar coating education is a bad method, that catering to pupils is bad psychology, that selling them an idea is weakening the morale, and that this is a sign of faulty discipline, etc. But what about "life situations" in school? Doesn't business sell its products to the public? Is not advertising a fine art these days? Doesn't industry advertise its wares? Is not education our greatest national industry?

In the keen competition for jobs in this age of unemployment, the man who makes the best personal appearance has a hundred-to-one better chance to land a job than the dowdy fellow; these boys are all potential job seekers. If impressing them with this fact can be done in the above manner, who can say that educational objectives have not been reached?

Do you ask what our objectives are? What are our outcomes? What are the by-products? What are the character patterns? Have we

covered the seven cardinal points of education? In other words, have we put anything into the boy that he did not have before? The answers to the above questions appear below:

1. These boys have learned how a well dressed man looks at all times.
2. They know appropriate attire for all occasions, sport clothes from dress clothes.
3. They know about matching and contrasting colors in ties, shirts, socks, etc.
4. They have learned how to take out spots, also what chemicals affect certain kinds of materials.
5. They have learned how to sponge their soiled shirts with soap-bark solution and how to use other cheap but harmless cleaners.
6. They have had the theory of cleaning chemicals.
7. They have studied types of cleaning and pressing machines.
8. How to press without scorching is now an accomplishment of these boys.
9. Mending, sewing on buttons and patching are "cinches."
10. Neat and becoming styles of hair-cuts have been discussed.
11. The relation of health to personality has been studied and stressed.
12. The importance of the care of the skin has been emphasized.
13. The cause and cure of "B.O." and halitosis have been discussed and demonstrated.
14. They have learned the courtesies a gentleman shows a lady as her escort in public places.
15. They have learned the proper decorum on the dance floor.
16. Conduct and a stricter observance of the rules of etiquette have been demonstrated and carried out.
17. Greater respect for their elders has been inculcated into their thinking.

Some of the outcomes of the "Club" are as follows:

1. Three boys have obtained jobs in cleaning and pressing establishments.
2. Because of interests in foods, some have learned to cook chafing-dish suppers, how to plank a shad or steak, how to make sandwiches other than ham or hot dog.
3. Collections of pictures of famous chefs, favorite dishes of famous men, have been made by a small group.
4. One has landed a job in a CCC Camp,

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News Notes and Comments

January Front Cover

Commencement scene at Excelsior Springs High School, Excelsior Springs, Missouri; Hobby Fair exhibits, Peter Burnett Junior High School, San Jose, California; and a Christmas cantata cast, H. B. Ellison Junior High School, Wenatchee, Washington.

The Pasadena School Review, official publication of the Board of Education, Pasadena, California, is part of an extensive and effective program of school interpretation. It is offered without cost to those interested.

Survey Report Available

Copies of the U. S. Office of Education publication, "The School Auditorium as a Theater," price 10 cents, are available from the Superintendent of Documents, United States Government Printing Office, Washington, D.C.

School Activities readers are invited to send in action photographs suitable for use on front covers.

High Life, semi-monthly newspaper of the Greensboro, N. C., Senior High School, prints its platform in an appealing way. It goes something like this:

"Get and preserve the history of our school.

"Hold individuals together under high standards.

"Separate the worth-while from the worthless and promote highest interests of students, teachers, and school."

—School Press Review.

The State of Oklahoma is noticeably strong in student council work. Some schools in that state send delegates to four student council "congresses"—district, state, sectional, and national.

A recent report shows that there are 369 student publications in the State of Michigan.

High School Forums

The programs which Dr. Elbert K. Fretwell has been conducting with high school students at the various district meetings of the North Carolina Education Association have emphasized the importance of the forum technique in the discussion of local problems with high school students. Those who have attended these forum discussions have been impressed by the intelligent participation on the part of

these high school pupils.—North Carolina Public School Bulletin.

Stephens College has just issued a new Handbook for Advisors. A limited number of copies are available for schools that will write to Dean Shofstall, Columbia, Missouri.

A genuine step in the direction of making counseling a profession has been taken by a group of students at San Jose State College. A year ago Dr. Robert D. Rhodes, assistant professor of biology, started the group with ten students, with the aim of preparing themselves as nature counselors. The ten grew to sixty by last June and are now called the "Camp Leadership Group." Over fifty of this number, according to Ruthadele Taylor, president, held summer camp positions last summer.

Copies of their Student Counseling Plan are offered free by The Dalles High School, The Dalles, Oregon. Write Paul A. Menegat, Principal.

The Sixteenth Annual Junior High School Conference of New York University will be held on Friday and Saturday, March 15 and 16, 1940. The theme of this year's conference will be: "Issues and Problems in Junior High School Education." The conference will include a general program on Friday evening and numerous panel sessions on Saturday morning. An exhibit of junior high school work in actual classrooms will be a significant feature of the conference.

Hobby Teacher Hired for Pupils

Auburn, Wash.—The Parent-Teacher Association here has engaged an instructor to lead school pupils in making the most of their hobbies. Mrs. P. C. Knapp, appointed chairman of the hobby committee, told the pupils that if they have no hobby now it is the time to start one, and that the teacher will give valuable information on hobbies of many varieties.—Journal of Education.

School Activities has had—and does have—subscribers in Japan, China, Egypt, Australia, South Africa, and Brazil.

"The challenge to you and to me, if we value this inheritance, is to do our part toward strengthening and developing these forces in the church, in the home, and in the schools that will preserve that which is good

in our civilization, eliminate that which is bad, and hold fast to those principles on which our democracy is established—respect for the individual soul, love for one's fellow-man, and reverence for God."—W. W. Trent.

When you find in *School Activities* an article that you believe would be of special interest to some friend who may not be a *School Activities* reader, ask to have a marked copy sent to him.

Assembly Par Excellence

The most recent survey shows that burdens of principals of schools and colleges have increased 400 per cent in 40 years. Not the least of these problems, coming under the principals' jurisdiction, is the weekly assembly. However, some principals have found the presentation of original programs a comparatively simple task when they placed the matter entirely in the hands of the various school clubs. Not only were the programs more lively and original, but also they aroused greater interest in the extra-curricular activities of the school. In this way the clubs vied with each other; each tried to prepare the best 45-minute program of which the members were capable. Thus, one week the entire program, except for the orchestra, is staged by the Physics Club, the following week the Chemistry Unit gives the demonstration, the third week goes to the Radio Club, then the Glee Club, and so forth.—*Science Observer*.

"The great hope of society is individual character."—Channing.

A School History Project

(Continued from page 211)

ous school banquet—and alumni came from all over Nebraska and from as far away as Michigan.

It would be exaggeration to state that all school patrons looked upon such a venture with favor. However, such a statement would not be far from the truth. Typical of the attitude of most graduates are the following statements quoted from replies to letters of inquiry. Nothing in these letters had called for any reaction—favorable or unfavorable. Approximately one in every five replies, however, contained some such unsolicited appraisal:

"Can I get a copy of reports you get from other members of my class? It would be so interesting!" (from Idaho)

"I congratulate classes that attempt so worthy a project. You can't possibly know now the local historical significance of such a venture. Perhaps there is not a single alumnus now that is not known to some-

one still living. In a few years that will not be true." (from California)

"I will be glad to have you send me a copy of your annual—or booklet (or whatever it is)—and will be pleased to send you a check to cover the cost." (from Oregon)

Note: This is typical of many of the letters—but the grads are asked to buy nothing, not even postage stamps.

"I hope you make a success of this enterprise, and I know it will be very interesting." (from Idaho)

If the value of a school history as a public relations device were condensed into one sentence, it might be: "A school history and the resultant statistics, properly publicized, constitute an extremely impressive and authoritative record of the tremendous scope and importance of the school's work—and an exceptionally convincing picture of the results of that work."

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Questions from the Floor

BY THE EDITOR

- In some schools the coach is given a percentage of the gate receipts from football and basketball games. Can this practice be justified? WILLIAM ADAMS, Wayland, Kentucky.

Under no circumstances. The salaries of coaches are usually a bit higher than those of the other men teachers, and often justifiably so because of the added responsibilities. So some school boards, fearful of making a distinction in the salaries of men teachers, pay about the same salary to all and then allow the coach to have a percentage of the gate receipts. This is especially common when a school employs an outstanding but too-high-salaried coach. Usually, too, this argument is used: "If his team is good it will draw the crowds; and hence he will be motivated to turn out good teams." And a "good team," as commonly understood, is one that wins its games.

This policy is wrong because it places a premium upon tickling spectators, bringing in the crowds. But tickling the spectators is not even a major objective of interscholastic athletics. It is only a minor and incidental value. We already have entirely too much of this philosophy in our interscholastic program, even without the "cut in the gate" incentive.

Further, most schools that practice this procedure are not consistent—if they were, they would give corresponding "cuts in the gate" to dramatic coaches and music directors, who also stage public shows.

- What are the chief causes of student council failures? MARVIN H. KINSEY, Hayti, Mo.

We heard this question discussed in two state student council conferences recently, and the reasons given by experienced and competent advisors were: (1) the school—teachers and students—and the community were not prepared for the introduction of the council idea; consequently, they misunderstood its objectives and field of activity; (2) lack of a suitable constructive program; the council busied itself with worthless projects, duplicated other services, or "bit off more than it could chew"; (3) the general school setting was not propitious; too undemocratic—a poor example for an imitative body with democratic ideals and ideas; and (4) unsuitable sponsor. Incidentally, we saw "her" a short time ago—a dictatorial lady who marched up and down the aisle during the assembly program "keeping order"; who "presided" at her

desk during council meeting while the chairman "presided" beside it; who held a "recitation" instead of a democratic meeting; and who discouraged student discussion and participation by her own remarks and general attitude. Four minor reasons for council failure were suggested: (1) a lack of equitable representation; (2) petty politics; (3) extreme formality; and (4) extreme informality. Obviously, the way to avoid council failures is to dodge the causes of them.

- If the general public is admitted free to the school's programs, what means can be used to limit attendance? JAMES B. ABRAHAM, Lonoke, Ark.

We doubt if any, except "first come, first served." Many schools with limited seating capacity reserve seats for parents and patrons and let the students find other places, if possible. Others issue free admission tickets, the theory being that even a little bit of formality or "red tape" will discourage those who are not really certain that they wish to attend. Loud speakers and a repetition of the program are other methods. Likely, too, inability to get into one event will cut down attendance at the following affair. However, if this is a persistent problem, there is one solution—a larger setting, more room. Of course, capacity houses are desirable, even if they are difficult to handle and perhaps cause some little confusion that detracts from the event.

- What are the best methods of improving teacher interest in clubs? E. T. JAMES, Natchez, Miss.

Probably the best single method is to insure that club responsibility is considered a part of the teacher's regular schedule, not an addition to it. The average teacher is a willing, conscientious, and hard-working individual, but there is a limit to her endurance. The teacher who does not sponsor a club should be given other duties that require about the same amount of time and effort. This is not to high-pressure her into taking a club—accepting a responsibility on such a basis would be detrimental; rather it is to prevent the teacher who sponsors a club from feeling that she is doing more than her share—that she is being penalized for her interest and ability in club work.

Other methods of increasing teacher interest are: centering general responsibility for

the club program in a committee of teachers; making a survey of local club possibilities—teachers' and students' interests, time, material and equipment available, etc.; studying programs of other schools through correspondence, articles, books, and visits; developing a program of education designed to teach a recognition and appreciation of the place and importance of school clubs; giving publicity to clubs and their activities through home room, assembly, and community programs, and newspaper stories; and having interested but leaderless groups compliment teachers by asking them to sponsor their clubs.

- *Is the principal justified in asking contributions in the form of advertisements for financing his extra-curricular program?* M. C. MOORE, Hollow Rock, Tenn.

Generally speaking, we believe not. A business man considers his advertising expense an investment; he advertises because he believes it will bring him business. And if he is high-pressured, cajoled, or induced to advertise for any other reason, he will be resentful. There is probably very little, if any, real value in the advertisements in school programs or yearbooks. Such advertisements usually represent indirect contributions—charity. Business men in many a community have organized against this form of racketeering; and school people in many a community have abolished it because they realized that it represented a poor educational policy.

The school newspaper probably represents the best and the most logical medium for real advertising—if it reflects what the students buy—clothing, candy, shoes, books, recreation, gifts, etc. The yearbook probably represents the least profitable medium of advertising because: (1) people do not read these advertisements like they do those in a current periodical; (2) the advertisements are general, and rarely, if ever, timely; and (3) much of this material, concerning as it does, public utilities, funeral establishments, monuments and tombstones, law and real estate offices, etc., is not appropriate. Incidentally, while it may not be exactly pretty, journalistically speaking, the "Compliments Of" type of "advertising" is at least honest. Such space does not masquerade under an inaccurate title.

- *Who should select the director of extra-curricular activities?* C. F. HUBBELL, Girard, Illinois.

The chief administrative officer of the school should have this responsibility the same as he has it in the appointment of other department heads.

In the appointment of advisors there is us-

ually a little more leeway. Sometimes, especially in the case of classes, these sponsors are elected by the students themselves; sometimes they get their positions on the basis of tradition; and often, in such activities as music, dramatics, athletics, home economics, shop work, agriculture, foreign language, etc., on the basis of the relation of their subject field to the particular club. However, irrespective of the method of their selection, these sponsors should be officially authorized and appointed by the principal or superintendent.

- *Should the sponsor of a dramatic club have a year's program planned in advance, or should she allow the programs to grow one from another as the interest of the group dictates?* GERTRUDE SELECMAN, St. Joseph, Missouri.

It appears to us that a good dramatic schedule will include both advance and program-to-program scheduling. It is logical that the schedule should be varied and well-balanced, and it cannot be unless it is carefully thought through by the sponsor and her group. On the other hand a rigid prepared-in-advance year's schedule does not provide opportunities for capitalizing student interest and initiative, or newly discovered talent, equipment, or production possibilities. Nor does it allow for easy alterations in case changes become necessary—as they often do. We would favor a previously-planned skeleton schedule which required some filling in.

- *Are competitive athletics advisable for elementary schools?* KERMIT LOWRY, Pembroke, N. C.

In general, physical educators agree that intramural activities, provided they are based upon a proper classification or grouping of participants, and that not too long periods or too strenuous games are engaged in, are beneficial.

However, these same physical educators disagree on the advisability of interscholastic athletics for elementary school pupils. Good authorities can be quoted on both sides. In addition to calling attention to their physical, social, and moral values, those favoring such a program contend that (1) it is but a natural and normal outgrowth of playground and intramural activities; (2) it motivates school, as well as pupil, life and activities; and (3) it prepares the pupil for easy entrance into secondary school interscholastics.

Those who look upon the program with disfavor hold that (1) it tends to produce over-exertion and strain; (2) it brings an interscholastic emphasis into the school that throws the physical education program out of balance; (3) preparing pupils for high school

participation is not a justifiable aim of the elementary school program; (4) it benefits too few pupils, usually only the boys; (5) it emphasizes winning instead of wholesome recreation; (5) transportation hazards are always present; and (6) there is a danger that the resultant program will be an imitation of the high school and college programs.

It is trite to remark, but it may not be trite to emphasize, that if a program of elementary school interscholastics is being developed, great care should be taken to see that it does not become detrimental. Personally, we rather side with the disfavorers.

- *Should a Booster Club or Pep Club be limited as to size, with the new members being elected by the old?* EDGAR REED, Sylvia, Kansas.

Our answer to the second part of this question is an unqualified "NO." We cannot justify the practice of ANY group outside of a representative organization such as a council or class cabinet, electing its members. If a student has an interest in the Pep Club and wants to belong, he should have the opportunity.

The answer to the first part of the question grows out of this. Student interest in the club will determine its size. Except in the most unusual circumstances there is no reason for limiting the size of a Booster Club. If the main idea is to develop spirit and pep, then why shouldn't the most successful club be one that enrolls the entire student body? Incidentally, cheer leaders should be chosen on the basis of try-outs.

A Valet Club

(Continued from page 212)

due, as he reports, to being able to sell himself to the supervisor of the camp, because he could "do things."

5. Crude edges and self-consciousness have been rubbed off many of the boys, as evidenced at the school dances.
6. Learning the duties of a real valet was such a revelation, that some of them decided to "go for it in a big way."

No, this club has not proved a panacea for all ills, but it has justified its existence a hundred-fold—our boys are neater, are taking on gentlemanly qualities, and are acquiring self respect. Is it a popular club? We always have a waiting list for entrance into it. We are planning to have one Valet Club for each grade level.

"It's better to give than to lend, and it costs about the same."—Philip Gibbs.

A Commencement Congress

(Continued from page 206)

The type and subject of the program were decided upon and developed by a class committee, under the guidance of the class advisor, who was the senior English teacher. Its staging was greatly facilitated by the use of a public address system, with portable microphones that were passed from speaker to speaker with very little confusion.

On the printed programs appeared the following note:

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How We Do It

C. E. ERICKSON, *Department Editor*

Editorial

There are many indications that the Activities Program of the next few years will be asked to serve many more important functions. In the first place, the educational principles underlying extra-curricular activities will be increasingly applied to the curriculum. Some of these principles are:

- (1) The activity should begin with the pupil at his point of interest.
- (2) These activities should lead to better and more worth-while interests.
- (3) The teacher, or sponsor, is also interested and is learning along with the pupils.

In the second place, the activities program of the future will probably become that part of the curriculum which provides for the many interests of pupils which are not now cared for by the regular academic program. The high school of the future will provide for many more interests. The high school of the future will provide a much more extended offering for special interests. The activities program can become the basis for this new and extended curriculum.

Progressive Guidance in the Music Department

S. C. WALLACE, *Head of Music Department, Community High School, Blue Island, Ill.*

Though the teaching of instrumental music is comparatively new in the curriculum, it is surprising how old are the methods that are being used. Today when we are trying to make democracy an integral part of our schools as well as of our nation, we naturally must give our teaching methods very careful consideration.

Here in the Blue Island Community High School, we have had pleasure and satisfaction in seeing our children develop the principles of democracy by participating in an effective musical guidance program in spite of being hampered by financial difficulties. As this is only the author's fourth year in the present situation, it can readily be understood that progress must naturally be slow.

We are eradicating the teacher-pupil aspect and are substituting for that the teacher-student-friend idea. To be sure, difficulties have to be overcome because many of our children come from homes where such a procedure is unknown. But, once the process has been understood, it is surprising to note the rapid progress among the members of the department.

Besides learning music, it is our purpose to inculcate into the activities the solution of life problems as they occur in the work of the children. If we notice some small phase of the development of the child which needs encouragement or correction, we bring it to the attention of the student in such a manner that he rarely interprets the suggestion as that of criticism. Many times a trip to the home and a conference with the parents bring fruitful results.

We have a Band-Parents' organization, which was originally established to raise funds for uniform upkeep and instrumental repair. However, we have become a functional study group. Problems of the music student are worked out. A point is made at each meeting to explain how we proceed to make co-operative progress. The response of the parents has been most gratifying. Many problems of mental hygiene and health are solved through this mutual understanding of parents, students, and teacher. The total results are that we have a better musical organization and the children, through parental aid and encouragement, are becoming better-integrated citizens of the school and of the community.

In the band each pupil is permitted to choose his instrument. Rather than stress scale work and difficult technique, matters of obtaining results in terms of accomplishment are stressed. We aim to teach the child to do a thing well so that he may taste of success and what it entails. The transfer of this experience will carry over into future experiences. In as many instances as possible we try to connect each problem with a life problem, for the interpretation of music is truly an expression of a person's inner life.

No set time is made for individual recitation. The student knows that to be a good musician he must accomplish certain fundamental skills. When he feels that he has accomplished these through practice, he comes to his counselor and checks with the standards as set up by the department. It is a pleasure to walk into the music room and see twenty or thirty boys and girls each engrossed with his own problem. The result is a spirit of free busyness. Each practice room is used by students and in the various parts of the rehearsal room are other groups busy at their work. There are times when a child will join another group in the room to discuss and clarify a point at issue. Others come to the desk

where they know they will find a willing helper.

Occasions arise when special projects are attempted by students. For instance, one boy asked questions about chord formation. Here was an excellent opportunity to guide him into a more or less formal course in harmony. He was given the rules of harmony very simply, and he proceeded, with proper guidance, to work out his problem. By the end of the year he had a comprehensive knowledge of harmony so that he could make several arrangements of notes to be presented in a public concert.

In another instance a member of the drum section became intensely interested in that subject. He studied the history of the instrument and of the art of drumming. One day he asked me how I liked a particular drum beat. With this opening I encouraged him to compose more, and he now has several solos and quintets accepted for publication. With this as a background we have been able to develop him into a splendid percussion teacher.

Of stimulating and lasting concern is the establishment of a student-teacher staff. This group is made up of some post graduates, but the majority are junior and senior students. They are taught how to teach the fundamentals of their instruments to freshmen or grade school children. By watching the young teacher at work, it is possible to guide him further in his new experience with child guidance. A year ago we had several seniors who did outstanding work particularly in drums, trombone, cornet, and clarinet. Drum majors have a class this year of about twelve underclassmen who will soon learn the rudiments of handling a group in parade work. This part of our work has been one of the most gratifying experiences I have ever had in the years that I have been teaching.

For those who expect to major in music, we teach simple arranging, various instruments besides their major instruments, and above all, leadership. We endeavor to instill in each child the value of leaving some permanent contribution after he graduates from high school. After three years this tradition is being manifested.

The spirit of the music department has been the envy of the entire school. In fact many people feel that it is the center of the school spirit. The personalities of the children active in it are enhanced to a degree that it leaves no question in our minds that we are accomplishing effective guidance in the music department. When more of this can be projected into more schools, then shall we have more effective citizenship.

Conservation Club Activities

ARMIN GERHARDT AND JOHN GUNDLACH,
*Teacher Advisors, Neenah Public High School,
Neenah, Wisconsin*


The Neenah High School Conservation Club was organized several years ago by Mr. Armin Gerhardt, industrial arts teacher, who has long been interested in conservation work. It is now one of the most active of all the clubs in the high school and has an annual membership of over one hundred boys and girls. Mr. John Gundlach, biology teacher, is interested in conservation work and is the other club advisor.

The club attempts to have students become conscious of:

1. The necessity of conserving and preserving wild life in Wisconsin.
2. The opportunity for constructive participation in a worth-while school and out-of-school activity.
3. An interest of boys and girls in the out-of-doors. These individual interests may be the result of, or an outgrowth of, some group discussion.

The club participates in numerous activities designed to bring about the above mentioned objectives. An extensive wild duck food planting project is carried out along those nearby marshes and swamps which are reserves and provide protection for the ducks. Upland game bird plantings are carried out adjacent to these areas. The club members carefully watch the results of these plantings and make ecology studies.

On a city owned plot near the school the club maintains a tree nursery in which are growing over a thousand trees and seedlings, fifteen varieties, for later transplanting to desirable locations. Another club group further



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beautifies this area by maintaining a flower plot during the summer months.

The club has the distinction of being the only school conservation club in the state to maintain its own pheasant brooder house. It has a capacity for two hundred and fifty birds, and the club last year released about seven hundred and fifty young pheasants in this area.

Twenty-five pheasant winter feeders are kept in operation by club members, and about fifteen small bird feeders are kept going on the campus, in the city parks, and at private places. Bird houses are constructed by club members and placed in desirable places. Members of the club assist one of the advisors in bird banding activities and have constructed many of the traps used in this work.

Window displays on conservation, active participation in the stamp selling campaign of the National Wildlife Association, procuring speakers for conservation occasions, and the giving of talks to the grade schools by members who are competent and have made special studies, are the club's contributions to the spreading of the gospel of conservation.

Plans for the future include the bringing in of an expert to demonstrate taxidermy, and the establishment of a winter duck-feeding ground.

A program such as the above requires considerable financing, and the problem is met by conducting various money raising enterprises such as candy selling, dances, underwriting school entertainments (last year a puppet show), and profits from selling "Wildlife" stamps.

At the end of the year, a "fisherman's get-together" climaxes the social program. Prizes, donated by sporting goods manufacturers and local merchants, are awarded for outstanding work during the year. The club has a motto, an emblem, and appropriate membership cards—all of which help to knit the organization together.

Better Sanitation for Basket Ball

HAROLD E. BOWER, *Coach of Washburn High School, Washburn, Illinois*

While much of our attention is focused upon the winning of basket ball games, all too little attention has been given the part of sanitation, a fundamental factor underlying the playing of these games.

The success or failure of many athletic games is due in many cases to causes and conditions which the average spectator does not see but which will be evident to the closely observant individual who is interested, not

only in winning the game, but in the development of a better health program.

All of us are familiar with the general procedure in our basketball games. The team is provided with a single towel, which, when "time outs" are taken, is thrown across the floor by a none too careful manager. This towel, which as it is used in turn by each player, collects and redistributes germs to the individual members of the team. It is then thrown back across the floor to the manager who saves it for future use.

A single water bottle is provided from which each player takes a swallow and passes it on to his teammate, again providing an opportunity for the germs to do their deadly work.

As "time outs" are taken the players may be seen sprawling about on the floor giving every opportunity for their bodies and suits to pick up additional germs.

Athletic equipment itself may in many instances contribute much to the growth and development of disease among the members of the squad.

A system which provides for at least a weekly laundry of supporters, pants, shirts, socks, and shoe strings will do a great deal to reduce the disease quotient of the squad. Cold showers should always follow the warm showers, thus closing the pores of the skin and making the players less susceptible to colds, which are so easily spread among members of the team.

Showers should be equipped with antiseptic solutions for foot bathing. Showers and locker rooms themselves should also be subjected to periodic cleansing.

Individual face towels and water bottles should be provided for each member of the team. In order to assure each player his individual towel and water supply during the period of the game a case may be provided.

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It should be divided into sections, each bearing a player's number thus enabling the athlete to find and return his equipment quickly and easily to its proper place.

In order to prevent the picking up of germs from the floor, during "time outs," etc., the players are encouraged to stand rather than expose their bodies and uniforms to the dust and dirt common to many playing floors. The quantity of dust can be materially reduced if the floors are mopped with a damp anti-septic cloth preceding practices and games and during the intermission period of all regular games.

Basket balls are also a source of contamination. Scrubbing the balls at least once a week with a washing solution and then drying and polishing them also does much to reduce germ growth.

After all, the health and well-being of the players should be the principal motive underlying all athletic contests. Any efforts along this line may be considered energy well expended in the right direction.

I Wonder Why

ROY HELMS, *Principal of Amelia High School, Amelia, Virginia*

Why do our teacher training institutions not teach their students how to sing and lead in singing?

Why do they not teach them how to play some musical instrument?

Why do they not *require* them to know how to use a typewriter, also a mimeograph and other duplicating machines?

Why do they not teach them to take part in dramatics and learn how to direct stage productions?

Why do they not teach them to use the dictionary and how to teach the use of this book to their pupils?

Why do they not teach them to spend their week-ends in the communities where they teach?

Why do they not teach them to register and vote in the locality in which they teach?

Why do they not teach their students to be community workers?

Why do they not teach them to attend church and take part in church activities?

Why do they not teach these students that they should visit the homes of their pupils?

Why do they not teach them to take part in all kinds of sports and learn how to instruct others in the games?

Why do they not teach their students to take an active part in the preparation of the school publications and learn how to instruct others in these activities?

Why do they not familiarize their students

with the local, state and national professional organizations?

Why do they not familiarize their students with the annual report of the State Superintendent of Instruction?

Why do they not teach them to read the current periodicals in their field, as well as the new books that are published?

Why do they not familiarize their students with an adopted code of ethics for their profession?

Why do they not instruct them to attend local, state and national association meetings?

Why do they not teach them that travel adds to their cultural education?

Why do they not teach them public speaking and debating, so that they may instruct others in these arts?

Why do they not teach them to volunteer their services for all community activities?

Why do they not teach them to read the daily newspapers and keep themselves informed on current events?

Why do they not familiarize their students with the arguments for and against the public schools?

Why do they not teach them something in the way of personality development?

Why do they not teach that their teacher training course is only a beginning and that they must keep on growing?

Why?

A Lesson in Democracy

NATALIE NEWMAN, *Wendell Phillips High School, Chicago, Illinois*

The student council at Wendell Phillips High School fulfills a real need and serves a worthy purpose by developing leaders, by creating a better school spirit and morale, by improving the relationship between the faculty and the student body, by vitalizing the home room, and by teaching the necessity of co-operation among the students towards any goal or problem for which they may be



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striving. But in my opinion the foremost functions of the council are the experience it affords to students in participation in community life, and the practical lesson it gives in democratic government. In short, the student council prepares its members to become worthy citizens of tomorrow.

The organization of our student council is neither new nor original. It is based on the city plan of government. Each division, or home room, represents a ward, which elects an alderman and an alternate to the council. The executive staff is divided into two branches, namely, elective and appointive. Elective offices include mayor, comptroller, and clerk, while appointive offices, called the executive board, are fire chief, police chief (head of marshalls), postmaster, postmistress, and librarian. Candidates for the three elective offices are nominated by the student body. Since the number of nominees is restricted to but three, a weeding out process must be invoked. This is done by selecting the top-ranking three candidates for each office on the basis of scholarship, attendance, and citizenship. After the selections are made, an election campaign is conducted, lasting for several weeks. Circulars, pamphlets and cards printed in the school print shop, are widely distributed. Candidates speak at a general assembly. It is here that elections are won, for we have noted that successful candidates are those who possess the best oratorical ability. All voters must be pre-registered. They are given voting instructions the day before election. On election day, official ballot boxes and booths, secured from the election commissioners through the efforts of the alderman of the second ward, were provided for the students' use.

The meetings of the council are previously arranged for the semester. The alderman receives a folder which contains the constitution of Phillips City and Agendas, so that an accurate account of the meetings may be noted and a correct report given to their respective wards.

The student council at Wendell Phillips is worth-while and successful because the students are true representatives and because they are given an opportunity to assume the problems of the school, to make decisions for themselves and to initiate a new program when they demand it. A student council may become a farce when the student body is regimented into following a set pattern or set of rules made for them by the principal or faculty sponsor. If we are really to give these young people a true lesson in democracy, we must permit them not license, but freedom properly guided. The students must make decisions, even if mistakes are sometimes made. Rules and regulations made by officers of the school need the support of the student body

in order to be effective. The Phillips student council participates with the principal and the sponsor in the regulation of rules of conduct which are followed far better by the student body than if dogmatically laid down by the school heads.

Just as aldermen of a city council owe a duty of faithful representation to the constituents in their respective wards, so do the aldermen in a student council owe a similar duty to the student group they represent.

There may be some controversy in the minds of educators as to whether or not education should prepare for a life or for a living. However, most educators are agreed that since the student of today is the citizen of tomorrow, regardless of his goal or his capabilities towards achieving that goal, the task of training for this citizenship is definitely the schools' responsibility. We must not assume that democracy will endure unless the youth today is convinced of its worth.

The importance of the student council cannot be measured. Its effects can only be surmised. The lessons the students learn in the classroom may be forgotten, but the experience derived in moulding the opinion of others, adapting plans and aiding the school, will endure.

Home-making Co-ordination

MABEL NEERGAARD, *Cudahy Vocational and Adult School, Cudahy, Wisconsin*

To enrich the life of a girl, the school, home, and community must assume a co-operative responsibility. Mutual understanding, consideration, and respect of the experiences and activities of one another are necessary.

By means of George-Deen Act 7, Public No. 673-74th congress, federal funds were available for fostering promotional activities in home-making education. The purpose of this program is to correlate the life of the girl in school more closely with her life at home and in the community.


Home-making co-ordination includes such activities as: adult education, adolescent and adult clubs, use of surplus commodities, home projects and home visits, and home and community contacts.

A home project is a progression of problems centered around home and communal

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living which involves thinking, planning, and evaluating. Projects vitalize the activities of the school in the home. Interest and a sense of responsibility in the girl are necessary for carrying a project through to successful completion. The project should be no greater or no less than the girl's ability, as everyone has the right to experience the joy of success. The project the girl selects depends largely upon her interests, needs, and abilities, and the opportunities and co-operation present in the home.

Through the use of permanent records, past experience, home visits, pupil-conferences, and parent-conferences, we find out as much about the girl as possible. Then we talk "projects." The project the girl undertakes is selected during a student-teacher conference, or during a home visit, when the girl, mother, and teacher get together. The number of conferences along the way is determined by how many the girl needs. It is advisable to have a conference at the beginning, in the middle, and upon the completion of the project. At least one home visit before the project is selected and one during the carrying out of the project is suggested.

Home projects enable the girl to do better in a home environment those activities she has learned in school. It gives meaning and life to school activities, co-ordinates the school more closely with the home, and promotes a better girl-parent-teacher relationship.

The success of a project is not determined by perfection. The learning process involved in recognizing failures, determining the cause, and improvement of methods is valuable.

Varieties of home projects covering all phases of foods and nutrition, clothing and textiles, home management, family relationships, recreation and entertainment, art in the home, personality improvement, home employment, and health have been carried out by the girls.

The number of projects developed by each girl during the school year depends upon her interest and ability, and family co-operation.

Three representative projects are sent yearly from each school in the state to the home-making department of the State Board of Vocational Education. An evaluating committee, consisting of representatives from Stout Institute, the University of Wisconsin, and the State Home-making Staff, select three of the projects submitted as representative of the work of Wisconsin schools. A home project, "Assuming Family Responsibilities," developed by a Cudahy girl, was rated as the best in the state for 1939 from all cities of the second and third class. These projects are sent to the Federal Department of Education, Washington, D. C.

It is gratifying to know that the activities carried on through the Home-making Co-or-

dination Program contribute to the greater development of the youth, broaden the interest in family life, and result in greater integration of community forces.

The Doughboys

(Continued from page 203)

tion. The boys found it necessary to revise Section III in order that the home economics instructor might be admitted to membership. Two men of the faculty are included in the club.

The Doughboys have two annual affairs. One is the Thanksgiving dinner, to which they invite guests, and the other is the annual alumni dinner.

This is a typical dinner menu: roast beef, scalloped potatoes, green beans, carrot-jello salad, spice cake, Doughboy rolls. The rolls are the Doughboys' specialty. It is an original recipe for cinnamon rolls with dates and nuts.

This year 45 male students at the State University of Iowa, in the same city, took similar steps by enrolling in the home economics department of the university. Their class meets once a week for a two-hour period, during which the men carry on their mixing and baking under the supervision of the home economics instructors. The students bring their own ingredients and equipment.

These men live in the co-operative dormitories at the university and prepare all the meals for their fellow inhabitants. It would seem that they fare very well, too, as members of the class baked apple, apricot, and currant dumplings at their first meeting.

"Education for advantage to the educated, without the growth and respect for a corresponding sense of social duty, is education that fosters the disintegrating process."—Bowman.

"Words, when written, crystallize history; their very structure gives permanence to the unchangeable past."—Bacon.



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MARY M. BAIR, Department Editor

Short Shorts

A short introductory essay on the history of social work. Tell how social welfare has been a part of human activity from the dawn of history. Then show how the needs vary with changing times and with the different types of civilization.

Follow this with tableaux and sketches beginning with a scene of St. Francis of Assisi and his monks giving aid to the poor. From this first scene on, choose from the numerous and outstanding works in social welfare such personalities and scenes as to show the wide and sorely needed effect of group discipline and group organization.

A group to represent a committee appointed to plan a certain type of program. Have the general discussion bring out the fact that the secret of a good program is appropriate material, arranged in proper sequence, and careful preparation, with emphasis on the preparation.

Local talent and available material may be mentioned. If the program is to be of a holiday, then origin, history, and customs should be "noted" for the program. A combination of literary and entertainment values is sought. A process of accepting and discarding goes on until, with the finished plan, the audience realizes that "getting up a program" is no easy task and that this particular program they have witnessed in process of planning, will not only cultivate the taste and appreciation of audience and performers but will entertain, instruct, and open doors on new horizons of literary values.

A short account of Foster Hall located at Indianapolis, Indiana. As information relating to Stephen Collins Foster, America's greatest melodist, is given, some of his best known songs could be pantomimed. "Old Folks at Home," "My Old Kentucky Home," "Massa's in de Cold Cold Ground," "Old Black Joe," "Weep No More My Lady," and "Oh, Susanna," have become so much a part of our American heritage they might be considered national folk songs.

(For information concerning Foster Hall communicate with Josiah Kirby Lilly, Founder Foster Hall, Indianapolis, Indiana.)

A Joan of Arc program to commemorate the day of her birth on January 6, 1412, at Domremy, France.

A story of some famous paintings. Divide these into national groups and tell the influence of the time and customs upon the

works of these old masters. Select one or two of the best known pictures and contrast these with the work of some artist of today.

Give a radio sound effects program. Show how all the dramatic illusion of a radio broadcast depends upon sound, then tell how sound effects are procured and how sound gadgets are made. Demonstrate if possible.

Fights are fought by whacking rubber sponges. The crackle of twisted cellophane sounds like a blaze. Dried peas rolled around on a screen is the sound of surf and so on and on and on. The Scholastic Radio Guild, 250 East 43rd Street, New York City, furnishes a wealth of information concerning radio activities for schools.

Have a series of programs concerning *things*. Any one of the following subjects will furnish interesting research for any group and that group can then surprise an audience with an interesting and an educational program concerning just *things*. The list: candles, Easter eggs, valentines, candy, pens, cheese, dolls, blotters, lamps.

An auction in which the school wit auctions off to the student body such things as have become a joke with the school. "Apples for the teacher," "a certain girl's lipstick," "another's chewing gum," "tardy marks," "ego," "dates," and many other things can make this a nonsense program which will be thoroughly enjoyed.

Have each department select and act out some advertisement slogan which is significant in its department. If no slogan can be found, a trade mark may be used. An audience vote can be taken on the best chosen and best acted slogan.

Be sure and remember to observe *Thrift Week* beginning January 17th. If you have used the Franklin programs repeatedly, then plan a demonstration to show how thrift may be applied not only to money but to health, to time, and to living in general.

Invite pupils of grades three, four, and five to be the audience at a miscellaneous type of program given by high school students. Provide each child with pencil and paper, then announce that a prize will be given to that one turning in the greatest number of fair criticisms. Some children, of course, will turn in nothing, but among the written slips collected the performers will learn many truthful and helpful things concerning voice, posture, memory composition, poise, etc.

A 1940 Version of Nursery Rhymes

PROLOGUE

This is read before the curtain opens:

No matter how ancient a person may grow,
They still love the folk-lore they heard long ago.

All written in rhyme about most anything
That set your feet dancing, and tuned you to sing.

You know them—the stories of folks like Bo-Peep,
Of Humpty who fell; when Jim climbed the steep.

We've mingled with these some more of to-day,
You now find them told in a musical way.

As the curtain opens, An Old Lady Who Lived in a Shoe is standing in back of and at the top of a huge, old shoe, to create the impression that she is climbing out of the top. As she sings about various characters, they appear from behind the shoe to take their place in turn in front of a large window cut-out in the shoe at floor level. All action takes place before this window to permit a hurried exit through it. After each character has appeared, performed and sung his song, he disappears through the window, inconspicuously comes around from behind the shoe and forms in line with the other characters in two lines facing each other on opposite sides of the shoe and extending towards the audience, so that lines more or less wing out. The Old Lady Who Lived in a Shoe sings her own song first, then each song with each character. The characters, too, as they form in line join in with the singing, so that the volume gradually increases.

The words of Mother Goose rhymes are sung to the tune of "Polly-Wolly Doodle." The last line of the rhyme is omitted, but these words sung instead, repeating part of the tune to get in all the extra lines, "And throw it out the window," or variations of it. The Old Lady Who Lived in a Shoe sings first:

There was an old lady who lived in a shoe,
Had so many children, knew not what to do,
She spanked them all soundly and put them to bed

And threw them out the window,
The window, the window, and threw them out the window.

She spanked them all soundly and put them to bed,
And threw them out the window.

Humpty-Dumpty with a pillowcase pulled over his head, a waist tied around the waistline with the sleeves stuffed and gloves fastened to the sleeves, also stuffed, and a face painted on the pillowcase, comes from behind the shoe, stands before the window in the

CHARACTER and CITIZENSHIP

brings each month to its readers a story of what community organizations, institutions, and agencies are doing—or not doing—

To lay the foundation for good citizenship

To build good character

To develop personality

To solve community problems

To safeguard democratic institutions

To improve family life

To promote recreation and good health

To encourage cooperative community activities

The magazine is of particular value to—

Church and School Leaders

Y.M.C.A. and Y.W.C.A. Secretaries and Leaders

Boy and Girl Scout Executives

Parent-Teacher Association Officers

Leaders of Youth Clubs and Activities

Directors of Recreation

Leaders of Other Character Building Agencies

Miss Maria Leonard, Dean of Women, University of Illinois, says: "I wish to tell you how much help I feel CHARACTER and CITIZENSHIP is to us who are trying to build youth. The name of the magazine itself emphasizes the two greatest goals in building youth. The sooner that character and citizenship can be made the basis not only of our human relations but of education itself, the sooner a new era will be ushered into America."

Send your orders to

CHARACTER and CITIZENSHIP

5732 Harper Ave.

Chicago, Ill.

shoe and sings along with The Little Old Lady Who Lived in a Shoe:

Humpty Dumpty sat on the wall,
Humpty Dumpty had a great fall.
All the King's horses and all the King's men,
Threw him out the window,
The window, the window, they threw him out
the window,
All the King's horses and all the King's men
Threw him out the window.

At the words, "Threw Him Out the Window," he clumsily falls back through the window to disappear, then later comes quietly out to begin a line forming on each side of the shoe as described at the beginning. All other characters proceed in the same manner. There are numerous possibilities when it comes to the dress of each character. That will be left to the imagination of the group presenting the performance.

Little Jack Horner sat in a corner,
Eating his Christmas pie.
He put in his thumb and pulled out a plum
And threw it out the window,
The window, the window, and threw it out
the window.
He put in his thumb and pulled out a plum
And threw it out the window.

Little Miss Muffet sat on a tuffet,

Eating her curds and whey,
Along came a spider and sat down beside her,
And threw her out the window, etc.

Pop-eye was a sailing man,
Eating spinach from a can,
He did long, to make him strong,
But threw it out the window, etc.

Jack be nimble, Jack be quick,
Jack jump over the candle stick.
He jumped over thrice and jumped over twice,
And threw it out the window, etc.

Little Bo-Peep has lost her sheep
And doesn't know where to find them.
Leave them alone and they'll come home,
She'll throw them out the window, etc.

Snow-white was the joy and pride
Of the Prince out for a ride,
He held her hand, the while he planned,
To throw her out the window, etc.

Beedle-ee-um-bum-bum,
Beedle-ee-um-bum-bum,
Here comes the man with the mandolin,
He'll cheer you up 'til your ship comes in,
And throw it out the window, etc.

Mistress Mary, quite contrary,
How does your garden grow,
With silver bells and cockle shells—
She threw them out the window, etc.



In Our
20th
Year!

Write for COMPLETE PRICE LIST showing the cost of every kind and size of cut from 1 to 100 square inches. Every cut guaranteed to be first class and satisfactory. We make drawings and mats. Write for price list on mats.



SCHOOL CUTS

SINGLE COLUMN CUTS

(RECTANGULAR HALFTONES AND ZINC ETCHINGS)

ZINC HALFTONES 60, 85, 100 SCREEN		ZINC ETCHINGS PLAIN OR BEN DAY		COPPER HALFTONES 120 OR 133 SCREEN
UNMOUNTED	MOUNTED	UNMOUNTED	MOUNTED	
75¢	85¢	85¢	95¢	\$2.40
FOR 1 TO 7 SQUARE INCHES	FOR 1 TO 7 SQUARE INCHES	FOR 1 TO 7 SQUARE INCHES	FOR 1 TO 6 SQUARE INCHES	FOR 1 TO 6 SQUARE INCHES

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TWENTY-SQUARE-INCH CUTS				
\$2.00	\$2.10	\$2.20	\$2.60	\$5.00
FIFTY-SQUARE-INCH CUTS				
\$4.33	\$4.35	\$4.95	\$5.05	8.50
ONE HUNDRED-SQUARE INCH CUTS				
\$6.70	\$6.75	\$7.35	\$7.40	\$13.00

A FEW ARE LISTED BELOW

Harper Standard Engraving Co.

1615 ROYAL ST. . . . PHONE 7-5385
P.O. BOX 1016 . . . DALLAS, TEX.

When characters are all lined up in two lines coming from the shoe in wing fashion towards the audience, they all sing together:

The Little Old Lady who lived in a shoe
Taught her kiddies what to do.
To keep them right and out of sight
They played these games from morn 'til night.

They all join hands in a circle to play these games in turn as the mother from time to time calls out directions and game order:

London Bridge
Farmer in the Dell
A Tisket, a Tasket
Lambeth Walk

Other present day or old-fashioned games may be added, or any sweet folk dances introduced. When they have all been played, the characters assist the mother from her position in the top of the shoe, gather around her and sing softly while soft lights are directed on the group, "Little Old Lady in Blue." The group holds the action as the curtains close at the end of the song.

Ideas for the School Paper

(Continued from page 210)

racy, and coverage. Include under "Heads and Make-up," live heads, form, summarization of story, make-up, and printing. Include under "Features and Special Departments," editorials, columns, socials, sports, and other features. On the basis of 1,000 rate your own school paper and two exchanges. Under "Newswriting and Editing" allow a total of 500 points with 100 points in each sub-division. The other two divisions total 250 points each with 50 points allowed each sub-division.

TRIPS AND VISITS FOR THE JOURNALISM CLASS

1. Make journalism class trips to all the following places possible:
 - a. Factories, mills, canneries, telephone offices, water and power company offices.
 - b. Police court, library.
 - c. County offices at county seat, including office of tax collector and auditor.
 - d. Boat, train, bus, or airline offices.
 - e. Private or government experimental farms.

f. Other schools for assembly programs, games, contests, etc.

g. Newspaper and printing offices.

Each student should be held responsible for a short, interesting highlight of the trip. Editors may select the best for the paper. Some of the less important places may be visited by the students in pairs. It is sometimes a good idea to send two pairs of reporters in order to have competition, the best story of the two to be selected for the paper.

2. The class may select partners and interview one of the following as a special assignment: Chief of police, fire-chief, librarian, newspaper editor, constable or sheriff, mayor, outstanding business men, school trustees, club women, leading farmers, P.T.A. officers.

Suggested topic for interview: "What Can Be Done to Further the Highway Safety Education Movement?"

All these are ideas for the school paper. May they give rise to other ideas!

Negative Rebuttal Plans

(Continued from page 209)

The particular reason that China took over the railroads in 1912 at the time of the establishment of the Republic was to get rid of foreign control. Government ownership was established in India to make political administration of the country effective and to further social welfare and development.

In the United States we do not have any of the conditions that led to government ownership in India, China, or Germany. We hope that we never will have.

"Here are three qualities of personality: continuous growth, emotional control, and interest in others. When combined, these can make the kind of person whose life has unity of aim and direction."—From *Let Me Think*, by H. A. Overstreet.

WONDERFUL TEACHING AID!

Phonograph Records of
Edwin Markham, himself

Excellent for classroom work and school exercises. On approved list N.Y. Board of Education.
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We Place You in the Better Positions. Unexcelled Service. Established 1906. Copyright Booklet, "How To Apply, etc." with letters of application, etc. free to members, 50c to non-members.

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Parties for the Season

EDNA E. VON BERGE,

Department Editor

New Year's Bells

They say that when a man bites a dog, that's news.

When Edward renounced the throne for Wallie, that was colossal, stupendous, surprising news.

When the Rome-Berlin axis was formed, that was astounding, unbelievable news.

When it is announced that big bells, little bells, brass bells, silver bells, will ring out the old and ring in the new, that isn't news at all. That's tradition.

That tradition offers a gratifying excuse for a party with "Bells" as the theme.

Invitations come first. Imagine inviting anyone to a party with such a theme written on anything but silver paper bell cut-outs. A teeny jingle bell attached to the top with a ribbon is guaranteed to delight the recipient and turn him up in spirits and curiosity. The wording? It goes something like this:

RING THE DOOR BELL AT (PLACE)
ON (DATE) AT (TIME) BELLS AND
REMAIN UNTIL THE DISMISSAL
BELL RINGS OUT THE OLD AND
RINGS IN THE NEW.

Of course one may easily extend the invitation verbally by ringing the telephone bell or pressing long and hard on the door bell before explaining about other bells (at the party).

GENERAL SUGGESTIONS

Queer how many dumb-bells appear even at parties! They'll have less trouble feeling the theme if printed programs on bell cut-outs are used. The smart belles will simply adore acquiring the autographed addition to the bursting-out-at-the-sides scrap book.

Program

Door Bell—Welcome

Dinner Bell—Eats

Joy Bells—Singing, games

Victory Bells—Awards to winners of games

Dismissal Bell—Curfew

Goodnight

With such a novel start as this, guests breathlessly wonder what comes next. Games—of course. This one tests the originality of the players. Beg, borrow, but don't steal small paper bags. Into them drop this peculiar assortment: toothpick, life savers, pins, sheets of white or colored art paper, crayons, pen-

cils, string, plus assortment of colored cream candies in shapes of fish, ships, nuts, bells, airplanes, trains, stars, etc. Pin instructions to the bag:

"Within this bag so easy to lift,
Are odds and ends for a New Year's Gift.
Use head and hands as you make this toy,
To bring delight to a girl or boy.
A car, a plane, a doll or a house,
A tree, a ship, perhaps a wee mouse.
Settle right down, materials arrange.
When you are through, then comes the exchange.

The floor is a good place to work—if it's clean! But if the dignity of the guests prevents squatting informally on the floor, provide card tables for work space. No fair ringing a bell if there is too much noise—that just naturally accompanies this activity, for participants shout with glee at their own creations, and yell even louder over the silly, the clever, cute, impossible results of others. It is amazing what some minds can concoct out of the contents of the paper bag. Guests may work individually, in couples, or in groups. Fitting prizes for the other games include: door bells, dinner bells, table bells, or bicycle bells.

This activity outlined above involves considerable time, so that little additional entertainment needs to be planned. In contrast to this active game, include the more quiet and restful pencil-paper type. Players write the word BELL in two lines as indicated. Within a limited time they complete, as example, words beginning with B, ending with L, then E and L, etc.

B———L
E———L
L———E
L———B

Closely resembling this is a thought provoking game requiring a list of words including proper names which include the sound—bell—as, Annabelle, belligerent, Belliview. Some smart guests will add such words as Bell-ogna (Bologna); that's what adds to the fun even if it doesn't count in the final score.

Here is a variation of the well known game, "Where Art Thou, Jacob?" Guests form a small circle in which the boy is attempting to find his Belle. He is blindfolded, keeps calling out, "Where are you?" She in answer rings the bell, while he moves around in a desperate attempt to catch her. It is more fun if both are blindfolded.

REFRESHMENTS

Then a bell announces the refreshment hour. Almost any harmonious color combination may be used, since there is no special one designated for New Year's. If the refreshments are served late, light ones are preferable to those which are less digestible. Try making grapefruit baskets by cutting the grapefruit in halves, removing the pulp, later refilling with fruit and ice cream. Make handles across the tops by bending warmed thin stick candies, or wiring with silver paper and hanging a small bell from the center. Small dainty leaves or flowers at the top of the arch add a delightful touch.

A Safety Party

J. C. BAKER, *Peru, Nebraska*

Peals of laughter and merry shouts, as well as a sober, underlying lesson, characterized the juniors' safety party.

Starting the fun was the mixer stunt called Traffic Jam. Each student was handed a ticket on which was written a few words, indicating whether he was an automobile, a policeman, or a jaywalker. The ticket of an automobile, for instance, read "speedometer" or "windshield," etc.; tickets designating policemen and jaywalkers bore similarly descriptive words. Automobiles, police, and jaywalkers were given five minutes in which to group themselves in three different parts of the room. Each group acted out, for the others to guess, charades dealing with safety, for example: *Safety First* (safe-tea-1).

Parking Your Car was the name of the next stunt. In the center of a long sheet of white wrapping paper a Main Street was marked off, lengthwise. Certain blocks were labelled "Angle Parking Here," "Parallel Here," or "Center Parking Here." Each student was given a colored-paper automobile (magazine cut-outs) to park properly in one minute's time; by running from the opposite wall, pinning his auto on the street, and returning in one minute. Students not parking properly were "fined," given as fines certain small chores to perform such as straightening up the room or washing glasses after the party was over.

Following this hilarity was the game called "The Cyclists' Tour." Simply devised, it was made by the students' entertainment committee. On paper cards 2x3 inches were mimeographed pictures of vehicles, one to each card: kiddie cars, tricycles, pushomobiles, bicycles, motor scooters, and motorcycles. Since 50 students were expected, 300 cards were made, or 6 to a student. Also, on each card was written a reward for wise conduct on the part of the rider or a penalty for danger-

ous conduct. Rewards gained a bonus and penalties a fine.

Rewards

Courtesy to pedestrians you pass... \$ 5 bonus
Not holding to a moving vehicle.... 5 bonus
Giving proper signals for stopping
and turning 10 bonus
Riding only with spectacles on when
one has poor eyesight 10 bonus
Driving only when brakes and horn
are working 10 bonus

Penalties

Learning to drive in the crowded
street \$ 5 fine
Wobbling, weaving, and making
short turns 5 fine
Riding at night without lights..... 10 fine
Running a red light..... 10 fine
Racing with an automobile..... 10 fine

From a table each student drew 6 cards, whose faces were turned downward. To get his rating as a cyclist he subtracted his fines from his bonuses. For 3 minutes he was allowed to trade cards, sight unseen. At the end of this time those who were ahead were allowed to "police" the serving of refreshments.

Partners for refreshments were secured by matching halves of typed safety slogans: "Drivers, expect—the unexpected," etc. The food served included:

Life preservers—Doughnuts

A clutch at a straw—Fruit juice with straws in glasses

As the students glanced again at the

GYROTON (Reg't. and Pat. App. for) TWIRLING BATON

Revolutionary in design
and performance.

\$3.00 postpaid

Check with order

UNIFORMS
TOO!!

Write for catalog

George Evans & Co.
Inc.

Uniforms since 1860
132 North Fifth Street
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Do You Want to Save \$37.00 on a
Typewriter?

● \$56.00 on an adding machine?

● \$47.00 on a duplicator?

● \$200.00 on a dictating outfit?

Free Details

Write PRUITT, 70 Pruitt Bldg., Chicago

"STOP" and "CAUTION" lights (lettered colored paper over the electric bulbs) as they left at 11 they laughed happily. It was time to "GO."

Newspaper Party

Ordinarily newspapers are for news, but when they make a party, then they are news. All the tongues in town will wag after a newspaper party of this type has been staged.

Since many schools boast of a printing department, a miniature newspaper may be printed to include the invitation in a conspicuous blocked off area. In addition, an announcement may appear, requesting guests to bring at least twenty-five pounds of newspapers for admission. (The proceeds can be used to defray the party expenses or to swell the funds of a school or charitable organization.) The donor presenting the largest poundage may receive a newspaper subscription for a stated period of time.

Unless one gives these games a trial, the value of the newspaper has never been fully appreciated.

Newspaper Race

Line up the players in two parallel lines. Leaders race to a designated place and return by shifting a folded newspaper ahead gradually so that first one foot and then the other steps on it. Two newspapers may be used instead of one. At no time may a contestant advance without placing a foot on the paper. This race proves to be an excellent ice-breaker.

Newspaper Dance

Place newspapers at intervals around the floor. When the music stops, dancers must stop on a newspaper or be eliminated. After each interval, remove a paper to reduce the number until only one remains for the two remaining couples. No fair pushing!

Fashions

Let the boys be the designers. They create newspaper fashions for the girls, dolling them up in dresses and hats. With scissors, newspapers, and pins they'll put many a Parisian designer out of business—maybe!

Newspaper Love Letters

Participants vie for honors in writing their own (or someone else's) unusual, arduous, love letter. These, of course, are read aloud and an attempt made to guess the composer. Groups, couples, or individuals may work them out by scouting through newspapers for a sentence here and a sentence there, to cut out and paste in letter form on cardboard. Illustrations may be used to stress a point.

Newspaper Puzzles

Hand each couple an envelope containing

the jig-sawed front page of a newspaper to be assembled. First couple to finish wins.

Feather Race

Two teams line up for each player in turn to chase a feather across the room and back, by fanning it with a folded newspaper.

Eats—But Not of Newspapers

One can do a great deal with newspapers, but one thing is sure—they can't be eaten. They may, however, figure conspicuously in eating. Use them for the table covering. Place a newspaper around a flower pot for the table decoration. Warning! It wouldn't be smart to use candles for lighting—three reasons why and they are all the same. For place cards, cut headline letters from newspapers to spell out names, and place them on folded cards.

An added touch may be introduced by having someone dressed as a newsboy mingle through the crowd shouting, "Extra—Extra," followed by current news events announcements, school scandal, or program procedure.

PLAYS and Entertainments of All Kinds. Catalogues FREE.

E. L. GAMBLE, Playwright
East Liverpool Ohio

ASSORTED COPIES .. of School Activities

24 MISCELLANEOUS COPIES—no two alike and none of the current volume, \$2.

This offer makes available nearly a thousand pages of material, much of it activity ideas and entertainment helps that are as timely and usable now as when first published.

ORDER NOW—while the supply lasts!

School Activities Publishing Co.

1515 Lane Street Topeka, Kansas

New Helps

● **BUILDING YOUR PERSONALITY**, by Hattie Marie Marsh. Published by Prentice-Hall, Inc., 1939. 249 pages.

This is a combination textbook and workbook for girls. It provides criticism sheets, tests, and plans whereby the student can arrive at a mentally objective attitude toward her own personality. It also offers forms for written records of the evaluations of certain fundamental qualities of personality. The chapter titles are as follows: Personality, Speech, Poise, Dress, Beauty Aids, Grooming, Etiquette, and Health. The book is well illustrated.

● **PARTY FUN**, compiled by Helen Stevens Fisher. Published by Associated Authors, 1938. 121 pages.

Here is wholesome fun for everyone—a book of games conveniently classified according to type: Quiet Games, Active Games, Pencil and Paper Games, Questions and Answers, Car Fun and Travel Games, Stunts. Two separate chapters of "Games for Special Occasions" and "Games for Each Month in the Year." Also helpful chapter, "Simple Rules for Successful Parties." The games in this volume were contributed from all parts of the world. Hence, the interesting diversity of the selection.

● **FIGURE SKATING AS A HOBBY**, by Diane Cummings. Published by Harper Brothers, 1938. 132 pages.

Up to now there has been no simple, clear, and inexpensive instruction manual available for the beginner of any age who wishes to take the first step toward the mastery of this thrilling outdoor sport. In this book an accomplished amateur describes with a novel use of graphic diagrams the simple and progressively more difficult steps which are recognized in the tests of the United States Figure Skating Association. Adults and children alike will find here the guidance they need to start them on this fascinating hobby.

● **EXTRA-CLASS ACTIVITIES**, by Hanson and Rahn. Published by School and College Service, 1939. 80 pages.

This little book is one of tips and suggestions for teachers in charge of the various phases of the extra-curricular program. Lists, outlines, and sketches characterize the book, and the reader will find no difficulty in getting the ideas rapidly. Athletics, clubs, hobbies, contests, parades, and parties are some of the subjects treated.

● **TABLE GAMES**, by Ray J. Marran. Published by A. S. Barnes and Company, 1939. 122 pages.

Here is a book that fulfills two purposes. This new book clearly illustrates *how* any boy or girl can make his or her own table games and have just as much fun making the game, by drawing and painting the design on a sheet of cardboard, as they will have in playing the game when completed. Grown-ups will also find these games a great source of family fun and the making of these games will fit into any craft project.

● **CHARACTER EDUCATION IN A DEMOCRACY**, by S. R. Slavson. Published by Association Press, 1939. 226 pages.

The author of this volume outlines a plan for integrative education and describes procedures for carrying out such a plan. He develops the meaning of character in terms of personality structure; family, school, and club relations; the job; and the total culture. He shows how group pressures influence the child and youth and how adjustments to cultural patterns are made. In our present era of crisis, this book is timely and should find great reader interest among school people.

● **PHYSICAL EDUCATION PLAY ACTIVITIES**, by Therese Powdermaker. Published by A. S. Barnes and Company, 1938. 369 pages.

This book offers the teacher and coach a complete program of activities for girls of junior and senior high schools. It is a one-volume library of source materials, methods of teaching, organization, and administration of play activities for girls. While much of the text is in outline form, the descriptions of activities are clear and accompanied by accurate and attractive illustrations. There is a place for this book in every high school.

● **POCKET BOOKS**, published by the Pocket Books Publishing Company.

This is a popular priced line of popular books. They often contain more than five hundred pages, and yet they sell for a small fraction of what they might be expected to bring. One volume contains *Five Great Tragedies of Shakespeare*; another *Lost Horizon*, by James Hilton; another *Wake Up and Live*, by Dorothea Brande. New numbers are being added frequently. In this series of books a new process of printing and binding brings the price of popular books to a new low level.

"In every field of endeavor leadership is attained only by doing the particular thing best."

Comedy Cues

THE BRIDGE HOUND

Kind Old Lady: And do you know why Santa Claus didn't bring you anything, little girl?

Doll-faced Child: Yes, darn it. I trumped father's ace in the bridge game Christmas Eve.



Mother: Jimmy, find a switch and bring it to me.

Jimmy (returning): I couldn't find a switch, ma, but here's a rock you can throw at me.—*Labor*.



PROFESSIONAL JEALOUSY

"Say, I hear you lost your job. Why did the foreman fire you?"

"You know what a foreman is—he's the one who stands around and watches his men work."

"What's that got to do with it?"

"Why, he got jealous of me. People thought I was the foreman."—*Texas Outlook*.



WELL, YES, ARCHIMEDES

Teacher—What is the half of eight, Frank?

Frank—Which way, teacher?

Teacher—What do you mean?

Frank—Top or sidewise?

Teacher—What difference does it make?

Frank—Well, the top half of eight is zero, but the half of eight sidewise is three.—*Michigan Education*.



MORE IMPORTANT

In New York an Italian was being examined in court to see whether he would make a useful American citizen.

He answered correctly questions as to the name of the President and the capital of the United States. Then came this one:

"Could you," he was asked, "become President of the United States?"

"No," was the reply.

"Why not?" persisted the official.

"You please excuse," begged the Italian. "I verry busy just now sella de ice cream."—*Balance Sheet*.



TIME PUFFS ON

"Henry," puffed the fat old lady plaintively as her husband failed to assist her on to the street car, "you ain't as gallant as when I was a gal."

"I know, toots," puffed back Henry. "But you ain't as buoyant as when I was a boy."—*Wisconsin Journal of Education*.



GOT HIS ANSWER

The school committee man was paying his monthly visit to the village school. He examined the children in reading and general knowledge, and was very pleased with the answers he received.

After the last question had been asked and answered satisfactorily he rose to his feet and, looking at the upturned faces, remarked genially: "I wish I were a little boy at school again!"

He allowed time for this to sink in and then added: "Do you know why I wish that?"

For a moment or two there was silence. Then came a childish voice from the back of the room: "Cos you've forgot all you ever knowed."—*Journal of Education*.

"We live in deeds, not years; in thoughts, not breaths; in feelings, not in figures on a dial. We should count time by heart throbs. He most lives who thinks most, feels the noblest, acts the best."—*Philip James Bailey*.

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